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ABSTRACT

This report summarizes data for two components of the Title I program: (1) Title I Grants to Local Educational Agencies; and (2) the State Agency Program for Neglected or Delinquent Children and Youth. Important program-management data regarding several aspects of the Title I program for 1998-99 are presented in six sections: district, schools, and students served, the range of instructional and support services provided, Title I staffing patterns, and schools' progress toward meeting performance standards, as reported by states on Title I State Performance reports. State-by-state tables serve to illustrate the text; they amplify the participation data and offer a more detailed look at several aspects of the Title I program. For 1998-99, data were submitted beginning in December 1999 and continuing through 2000. Unfortunately, data are incomplete or missing because one-fifth of the states had not submitted data as of mid-January 2001, indicating problems with timeliness and accuracy of state-reported data. The Department of Education is currently working with these delinquent states to improve the quality of data collection and reporting. (Contains 22 tables and 13 figures.) (RT)



PLANNING AND EVALUATION SERVICE

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State ESEA Title I Participation Information for 1998-99

Final Summary Report

2001

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State ESEA Title I Participation Information for 1998-99

Final Summary Report

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Rockville, Md.**

**Prepared for:
Office of the Deputy Secretary
Office of Elementary and Secondary Education**

U.S. Department of Education

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We are also grateful to the Title I coordinators in each state for their cooperation and assistance in verifying the information submitted on the Consolidated Reports for 1998–99.

Several members of the Westat staff deserve special recognition, including Julie Daft for contacting the state Title I Coordinators and Saunders Freeland for her expert typing of this report.

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Introduction to the Report

The *State ESEA Title I Participation Summary Report for 1998–99* summarizes data for two components of the Title I program—Title I Grants to Local Educational Agencies (LEAs) and the State Agency Program for Neglected or Delinquent Children and Youth (State N or D). The Title I Grants to LEAs program provides federal financial assistance to eligible school districts and schools to assist them in providing opportunities for children most at risk, helping them acquire knowledge and skills to meet challenging state content and performance standards. The Part A program can serve children as young as preschool and as old as the high school level and provides supplemental services to many special populations including children with disabilities, students with limited English proficiency (LEP), and homeless and migrant children. This program also provides services outside of the traditional public school setting to eligible children in nonpublic schools and local institutions for local neglected or delinquent students, as well as family literacy services. The State N or D program provides financial assistance for compensatory education to state agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions. Juveniles in adult correctional institutions are eligible for Title I assistance until their twenty-second birthday.

The following sections present important program management data regarding several aspects of the Title I program for 1998–99 including: districts, schools and students served, the range of instructional and support services provided, Title I staffing patterns, and schools' progress toward meeting performance standards, as reported by states on Title I State Performance Reports. State-by-state tables follow the text that amplify the participation data and offer readers a more detailed look at several aspects of the Title I program.

For 1998–99, data were submitted beginning in December 1999 and continuing through 2000. Data collection is a challenge for states for many reasons, including incomplete final assessment systems, frequent turnover of directors, staff and technology personnel, increased work responsibilities, and additional reports required by the federal government. Indeed, as noted in *High Standards for All Children: A Report from the National Assessment of Title I on Progress and Challenges Since the 1994 Reauthorization*, “the missing data … are indicative of problems with the timeliness and accuracy of state-reported data on the number of schools identified for improvement and other basic program information. … These data are often submitted well after the due date and are often incomplete. As of mid-January 2001, one-fifth of the states had not yet submitted data on the number of schools that were identified for improvement in 1998–99, more than 18 months after the end of that school year and over a year after the reports were due.”¹ To improve the quality of data collection and reporting, ED is working with the states under the Government Performance and Results Act (GPRA). ED’s Office of Inspector General is also currently conducting a joint audit with the Government Accounting Office to examine data quality in Title I performance report data submitted for the GPRA Title I performance indicators.

¹ U.S. Department of Education, Planning and Evaluation Service, *High Standards for All Students: A Report from the National Assessment of Title I on Progress and Challenges Since the 1994 Reauthorization*, Washington, D.C.: 2001.

As part of the verification process, states can and do revise information submitted for 1998–99 as well as information submitted for earlier years. As a result of these revisions, the information shown in this report differs from previously published figures.

The 1998–99 achievement results will be reported separately in *State Education Indicators with a Focus on Title I*. Refer to the Department’s Web site at: www.ed.gov/offices/OUS/PES/ed_for_disadvantaged.html.

Overview of Title I of the ESEA

Title I of the Elementary and Secondary Education Act (ESEA) initiated federal aid to the nation’s elementary and secondary schools to provide supplemental resources to school programs because educational needs are particularly great for low-achieving children in high-poverty schools. Research—then and now—has shown a high correlation between high poverty and low achievement.

The 1994 reauthorization of Title I of ESEA introduced a new federal approach built around a framework of standards-driven reform. The goal was to couple flexibility in the use of resources with attention to accountability for results. Specifically, under the reauthorized Title I, services are to be linked to the same rigorous state content and performance standards² that are expected of all children, and aligned assessments are to be used to measure students’ progress toward meeting these standards. In addition, states must put in place a system of accountability designed to identify and assist schools that do not make adequate progress towards meeting the standards. Finally, the statute encourages high-poverty schools to develop schoolwide approaches to improving student performance and overall provides more opportunities for flexibility when implementing the Title I program. Each of these four areas is described in greater detail below.

Standards and Assessments. By the 1997–98 school year, each state was to have adopted challenging content standards in at least reading and math that specify what all children are expected to know and be able to do. In addition, states were required to develop challenging performance standards that describe students’ mastery of the content standards. The performance standards must include advanced, proficient, and partially proficient levels and must apply equally to all students. Upon completing the development of standards, each state is required to submit to the Department evidence that standards are in place and that a rigorous process was used to adopt the standards. Final assessments, aligned to state content standards and used to measure the progress of schools in enabling students to meet the standards, were to be in place in the 2000–2001 school year.

Accountability and Improvement. Using a definition of adequate yearly progress developed by the state in consultation with local educational agencies, teachers, pupil services personnel, administrators, other staff, and parents, districts must annually review the progress of each Title I school to determine whether the school is making adequate yearly progress toward enabling its students to meet state content standards. Schools that do not make adequate yearly progress for two consecutive years are to be identified for improvement. Corrective actions are to be taken in schools that continue to be low performing for three years after being identified for improvement. The improvement designation can be removed for schools that meet adequate yearly progress targets for two of the three years following the initial designation.

² Content standards broadly define what a student should know and be able to do in a given subject area. Performance standards go on to define how well a student should perform in those subject areas to be considered advanced, proficient, or partially proficient.

State definitions of adequate yearly progress are to link progress to performance on the state's final assessment and may include additional measures such as dropout, retention, and/or attendance rates. Adequate yearly progress is to be defined in a manner that results in continuous and substantial yearly improvement of each Title I school and district. This improvement should be sufficient to achieve the goal of all children served under Title I, particularly economically disadvantaged and limited English proficient children, meeting the state's proficient and advanced levels of performance. Until such time as states have their final assessments in place, states are to devise a procedure for identifying schools and districts in need of improvement that relies on accurate information about the continuous and substantial yearly academic progress of each school and school district.

Because the process for identifying schools and districts does not start from scratch when new assessments are implemented, schools and districts may be identified for improvement under different criteria—transitional accountability criteria and an adequate yearly progress definition linked to the final assessment. States must identify for improvement any school or school district that has not made adequate yearly progress for two consecutive school years. Changes in the definition also can result in changes in the number of schools identified, in both positive and negative directions.

Schoolwide Programs. High-poverty schools—those with at least 50 percent of their students from low-income families—are encouraged to develop schoolwide approaches to improving student performance. The rationale is that achievement in high-poverty schools can be increased best by investing in strategies that will improve the quality of instruction throughout the school, rather than by providing additional services to a fraction of the student body. Schoolwide program approaches are those that are comprehensive in nature, upgrade the entire educational program for all students in the school, provide additional flexibility in the use of federal resources, and focus on results for low-performing students.

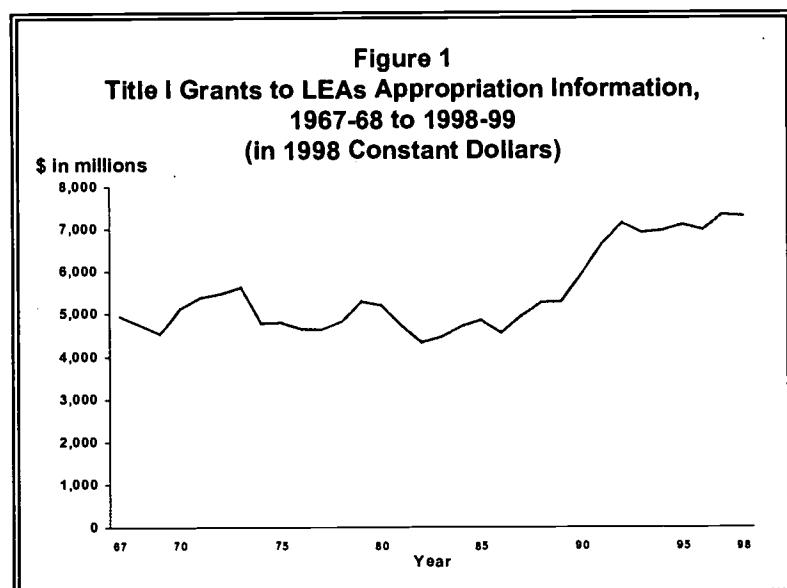
Program Flexibility. The 1994 reauthorization put in place provisions designed to provide schools and school districts with greater flexibility in their use of Title I funds. These provisions included schoolwide programs as well as waiver authority.

The Title I program is part of a broader standards-based reform strategy in which the ESEA programs focus together on improving schools' capacity to help all students reach challenging standards.

Title I School and Local Educational Agency Information

Title I represents the single largest investment in elementary and secondary education by the federal government. It was funded in 1997–98 at approximately \$7.8 billion and in 1998–99 at almost \$7.9 billion. This single program represents almost half (48 percent) of funds appropriated to support elementary and secondary education. The vast majority of Title I funds (93 percent) was distributed to school districts under the Title I Grants to LEAs—Part A program.

When shown in constant dollars, funding for the Title I Grants to LEAs program increased in the late 1980s and leveled off again in the 1990s. (See Figure 1.)



Title I funds are currently allocated through two funding formulas—Basic Grants and Concentration Grants. At \$6.2 billion for 1998–99, Basic Grants are the larger of the two funding streams. Basic Grants provide funds for school districts with at least 10 federal formula-eligible children, ages 5–17, who make up more than 2 percent of the overall enrollment count in that district. Concentration Grants go to districts in which the number of formula-eligible children exceeds 6,500 or exceeds 15 percent of the district enrollment. Funds devoted to Concentration Grants amounted to \$1.1 billion in the 1998–99 school year. More than 90 percent of districts nationwide receive Title I funding. See Table 2a for state-by-state counts of participating school districts (LEAs).

Targeted Assistance Schools (TAS) and Schoolwide Program (SWP) Schools

The Title I Grants to LEAs program provides services to students in schools under two basic program models. The first, targeted assistance, provides instructional and support services to specific students who are at the greatest risk of not meeting performance standards. TAS programs assist children identified as having the greatest need for special assistance.

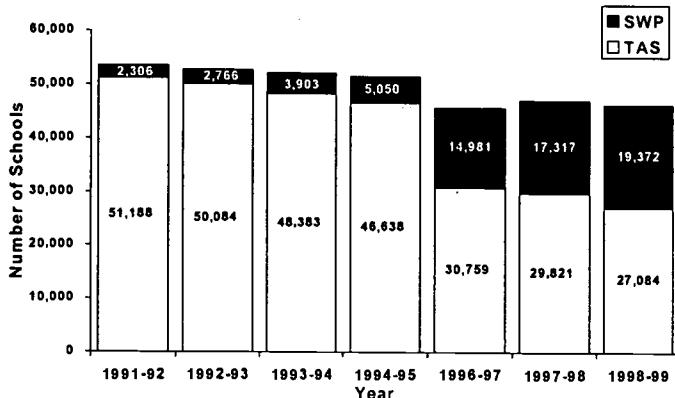
The TAS model is implemented in Title I-eligible schools that are not eligible to conduct schoolwide programs, or choose not to operate such a schoolwide program. Schools are eligible for Title I assistance if their poverty rate is at least equal to the districtwide average or is at least 35 percent. Within TAS schools, students are identified to receive services based on individual academic need. In these schools, supplemental services to children may be delivered in the classroom or in a pull-out setting. They may also be offered after school, in the summer, or on weekends.

In 1998–99 TAS represented almost 60 percent of the schools served by Title I. As Figure 2 illustrates, however, the number of schools conducting targeted assistance models is declining while the number of schools conducting schoolwide programs is steadily increasing. See Table 1a for state-by-state counts of participating targeted assistance schools in 1997–98 and 1998–99.

Under the schoolwide approach, Title I funds are used, in combination with other federal, state, and local funds, to upgrade the entire educational program in a school. In order to qualify to conduct a schoolwide program, at least 50 percent of a school's students must be from low-income families, unless the state or ED has approved a waiver request to lower the poverty threshold. While the statute provides several options for poverty data sources, student eligibility for free or reduced-price lunches under the U.S. Department of Agriculture's Child Nutrition Programs is the most frequently used measure.

In 1998–99, states reported that over 45,000 schools participated in the Title I program. Of those, more than 19,000, or 42 percent, operated schoolwide programs. This figure represents an increase of 11 percent more than the number of schoolwide programs reported for 1997–98. The large increase in the

Figure 2
Number of Targeted Assistance (TAS) and Schoolwide Program (SWP) Schools, 1991-92 through 1998-99



Note: State Performance Report information was not collected for the 1995–96 school year.

number of schoolwide programs from 1994–95 to 1996–97 was due primarily to a change in the statute. Prior to 1994–95, the threshold for participation as a schoolwide school was higher—75 percent of students in a school had to be from low-income families. This threshold was reduced to 60 percent for 1995–96 and 50 percent for 1996–97 and subsequent years. (See Figure 2 and Tables 1a and 1b.)

As a result of these large increases, the overall number of students served by Title I has also increased significantly because schoolwide program participant counts include *all* students in the school.

School and School District Improvement

As noted earlier, the Title I statute requires districts to annually review the progress of each Title I school to determine whether the school is making adequate yearly progress toward enabling its students to meet state content standards. Schools that do not make adequate yearly progress for two consecutive years are to be identified for improvement. A school that is identified for improvement must (1) develop or revise its school plan in ways that have the greatest likelihood of improving student performance; (2) submit the new or revised plan to the district for approval; and (3) devote, over two consecutive years, an amount equivalent to 10 percent of its annual Title I allocation to professional development, or otherwise demonstrate that the school is effectively carrying out professional development activities.

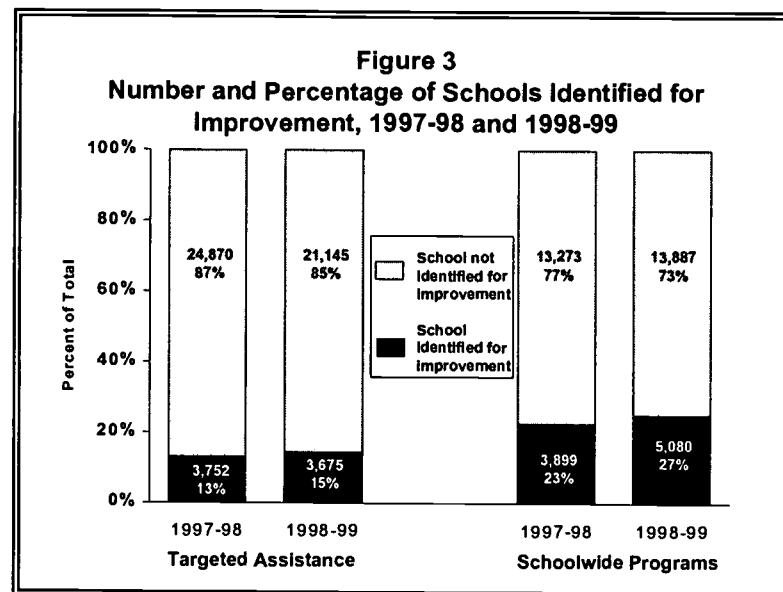
Districts are to provide technical and other assistance to schools identified for improvement as they develop or implement their new or revised plans. States are to establish statewide systems of support to assist schools, including those identified for improvement. The system is to include school support teams consisting of persons with expertise in a variety of areas related to school improvement, distinguished schools, and distinguished educators. Upon request, states are to use this statewide system of support to provide technical assistance to schools furthest from meeting the state's challenging student performance standards.

Districts may take corrective actions in schools at any point after providing technical assistance and other remedies. However, districts must take corrective actions in schools that continue to be low performing (i.e. do not meet adequate yearly progress) for three additional years after being identified for improvement. Corrective actions may take many forms, consistent with state and local law. For example, an LEA could implement a new research-based curriculum, along with appropriate professional development, that offers substantial promise of improving educational achievement for low-performing students. Or, an LEA could require a school to implement a comprehensive school reform model. Other corrective actions available to LEAs include withholding funds or specifying their use; otherwise decreasing school-level decision-making authority; reconstituting the school staff; making alternative governance arrangements such as the creation of a public charter school; or authorizing students to transfer to other public schools served by the LEA.

In the same manner that districts review the progress of schools, states are to annually review the progress of districts in enabling students to meet state academic content standards. Districts that do not meet adequate yearly progress targets for two consecutive years are to be identified for improvement. States may take corrective action in districts identified for improvement at any time after providing technical assistance and other remedies. Corrective action must be taken in districts that continue to be low performing (i.e., do not meet adequate yearly progress targets) for four years after being identified for improvement.

Schools Identified for Improvement

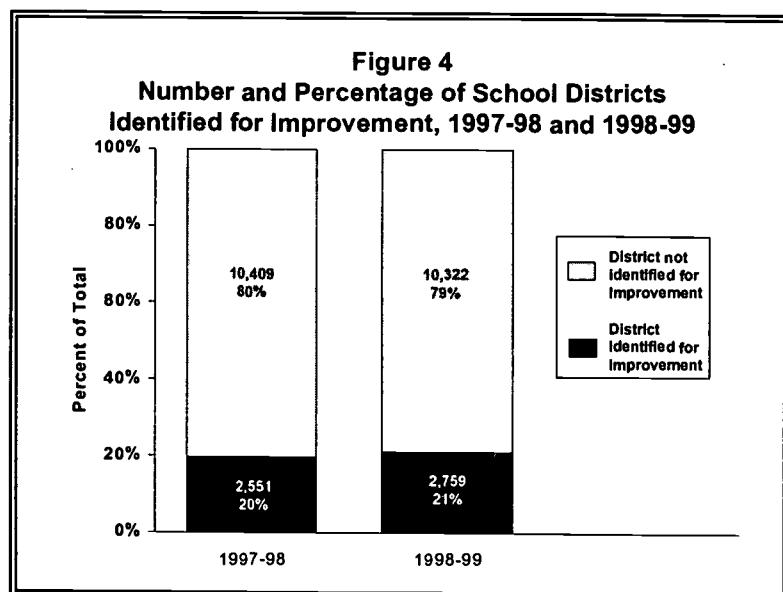
States reported that, overall, 20 percent of schools participating in the Title I program in 1998–99 were identified for improvement, an increase over the 17 percent reported for 1997–98. This increase was due primarily to increases in the number of schoolwide schools identified for improvement. This percentage increased from 23 to 27 percent. When viewed separately, 27 percent of schoolwide schools and 15 percent of targeted assistance schools were identified for improvement. Tables 2b, 3a, and 3b provide a state-by-state illustration of the two years of data, as well as footnotes to assist in the interpretation of the data. There is wide fluctuation in these data for both years.



Due to the varying identification standards and procedures among the states, caution should be used in drawing any national conclusions based on state totals of low-performing schools. Possible explanations for significant increases include implementation of a new, more rigorous assessment and insufficient time for most schools identified in prior years to exit improvement because they must show improvement in two of three years to exit school improvement. ED is proposing changes in data collection relating to schools identified for improvement to increase knowledge about this topic. (See Figure 3 and Tables 2b, 3a, and 3b.)

School Districts Identified for Improvement

In 1998–99, states reported that 13,081 school districts participated in the Title I Grants to LEAs program, an increase of approximately 2 percent from the previous year. Among these districts, 2,759 were identified for improvement based on state-level criteria. This figure represents 21 percent of all Title I school districts. However, the 1997–98 and 1998–99 figures should be interpreted with caution. The large increase in the number of school districts identified for improvement between the two years does not necessarily indicate that greater numbers of school districts are failing to meet student needs. The criteria used to identify school districts for improvement are developed within each state;

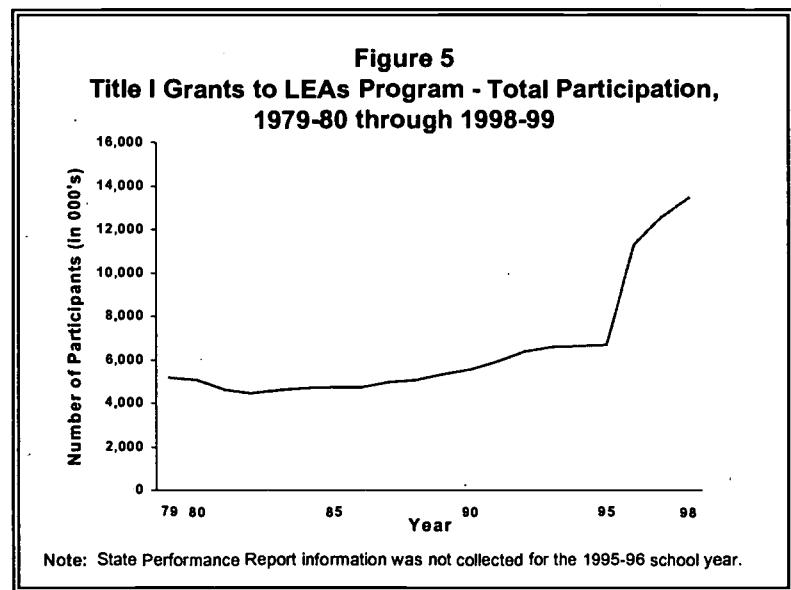


therefore, they are not consistent from state to state. In addition, in both 1997–98 and 1998–99, six states failed to provide this information. (See Figure 4 and Table 2a.)

Title I Student Participation

Overall Participation Patterns

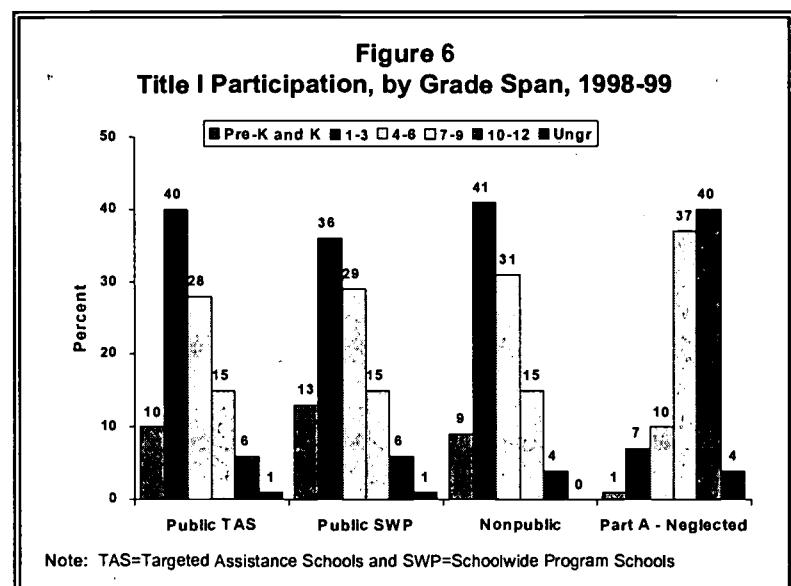
After earlier declines in the number of students participating in Title I (1980–1983), participation has steadily increased. This increase was particularly dramatic recently, due to increases in the number of schoolwide programs in which all students are program beneficiaries. The overall number of Title I participants increased to 13,446,717 in 1998–99. This represents an increase of 7 percent over the 1997–98 participation level of 12,538,283 students. Within this increase, participation of nonpublic school students exceeded the highest numbers served since the 1981–82 school year. (See Figure 5 and Tables 4 and 5.)



Grade-Level Participation

Despite the significant increase in the number of participants in the Title I Grants to LEAs program, the participation rate by grade level was virtually unchanged from past years. Both public and nonpublic student participation was concentrated in the elementary grades, where literacy and numeracy assistance in the early grades is a common strategy. The largest concentration of pre-kindergarten and kindergarten students was in schools with schoolwide programs.

Part A–Neglected³ participation was primarily in the secondary grades. (See Figure 6 and Table 6.)

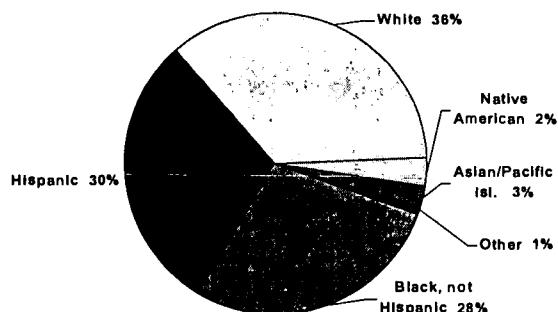


³ The Part A–Neglected program provides funding for services for children living in local institutions for neglected children. These services are provided by the school district and are to be comparable to the services provided to the students enrolled in the elementary and secondary schools in the district.

Racial and Ethnic Classification

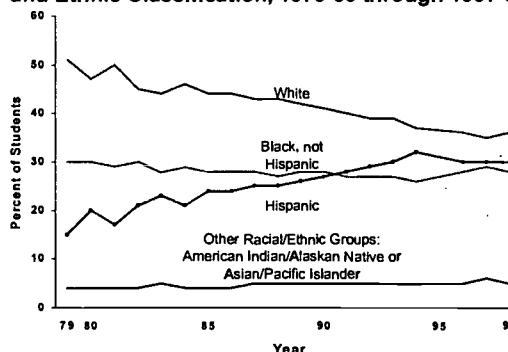
In 1998–99, 36 percent of Title I participants were non-Hispanic whites and 28 percent were black non-Hispanic. Since 1979–80, the percentage of Hispanic Title I participants increased from 16 to 30 percent while the percentage of non-Hispanic white participants decreased from 53 to 36 percent and the percentage of black non-Hispanic participants decreased from 31 to 28 percent. The percentage of participants from other racial and ethnic groups, including American Indian/Alaskan Natives and Asian/Pacific Islanders, remained unchanged during this period. Caution in interpreting these demographics is necessary, however, because Arizona was unable to provide 1996–97 racial and ethnic classification data. (See Figures 7 and 8 and Tables 7 and 8.)

Figure 7
Title I Participants, by Racial and Ethnic Classification, 1998-99



Percents may not add to 100 due to rounding

Figure 8
Percentage of Total Title I Participants, by Racial and Ethnic Classification, 1979-80 through 1997-98



Note: State Performance Report information was not collected for the 1995-96 school year.

Special Populations Served by Title I

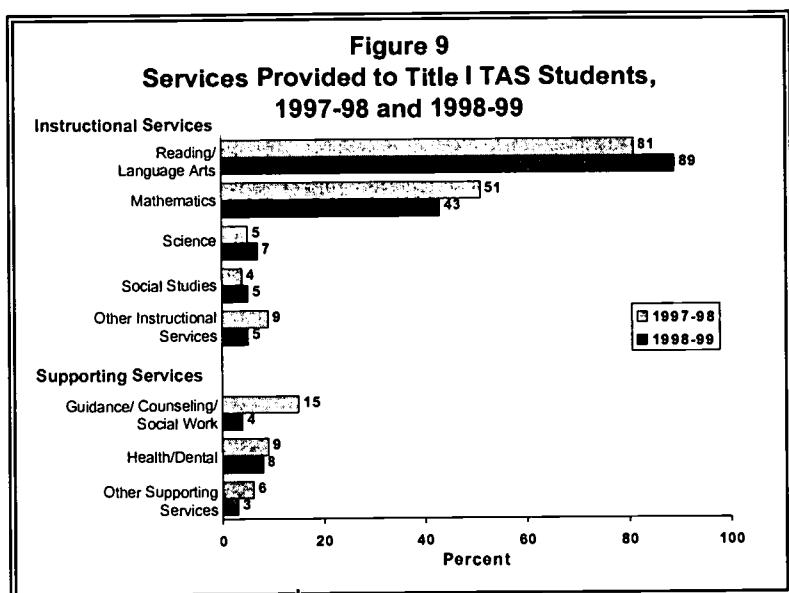
A significant proportion of Title I participants are students from special populations who are at risk of not meeting student performance standards. These special needs children include **students with disabilities** who represented 10 percent of the Title I participants, the same percentage reported for 1997–98. Eighteen percent of Title I participants were classified as **students with limited English proficiency**, an increase over the 17 percent reported in 1997–98. One percent of Title I students in 1998–99 were identified as having been **homeless** at some time, and 4 percent of Title I participants were **children of migratory workers**. Refer to Tables 9–12 for state-by-state participation information for these special populations.

Caution in interpreting year-to-year changes, however, is advised. In addition to the large number of states that failed to report information for these items for 1998–99, states also reported large fluctuations from one year to the next. For example, one state reported a 1997–98 rate of 8 percent and a 1998–99 rate of 29 percent for Title I participants with disabilities.

Services Supported by Title I

Instructional Services

The two years of instructional services data from the states indicate a slight shift in the proportion of students participating in three instructional areas. While the percentage of TAS students receiving reading/language arts assistance increased from 81 percent in 1997-98 to 89 percent in 1998-99, the percentage of students receiving mathematics assistance decreased. The reader is advised that instructional services are reported *only* for participants in TAS schools, because schoolwide programs serve all students and upgrade the entire instructional program in those high-poverty schools. Additionally, the increase in the overall percentage of students receiving reading services was due primarily to an increase in the reported number of participants receiving this service in California. (See Figure 9 and Table 13.)



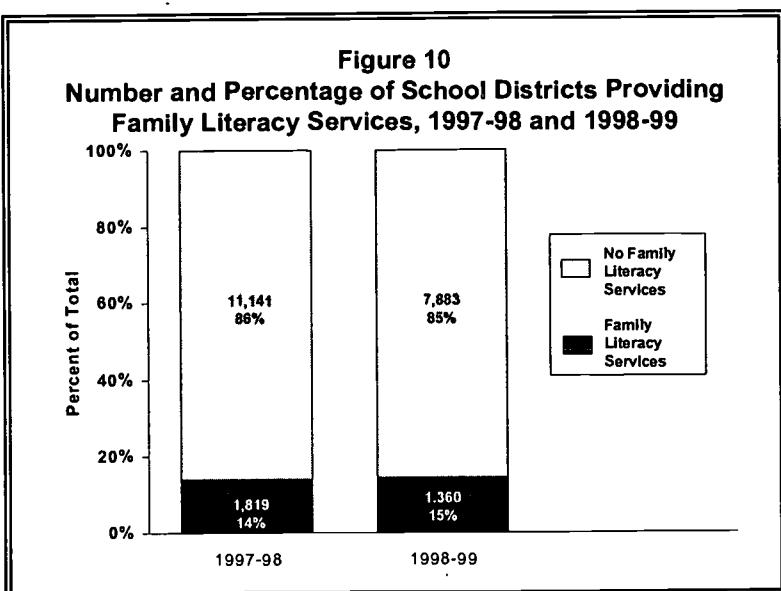
Other Support Services

As in past years, small percentages of TAS students received other Title I-funded support services. In 1998-99 4 percent of students received Title I-supported guidance/counseling/social work, 8 percent received health/dental services, and 3 percent received support services classified as "other" such as transportation, home visits, nutrition and clothing, and speech therapy. (See Figure 9 and Table 13.)

Family Literacy Services

The Title I legislation provides authority for school districts to conduct literacy programs for parents of Title I students in a collaborative attempt with adult education program providers to reach more adults with low literacy rates. Research continues to show a link between the education level of mothers and the achievement levels of their children.

Overall, in 1998-99, data from 45 states and the District of Columbia show that 15 percent of school districts provided Title I-supported family literacy services. (See Figure 10 and Table 14.)



Extended-Time Instructional Programs

A key variable in the ability of districts, schools and students to achieve high performance standards is time. Research has shown that extended-time instructional activities, such as before- and after-school programs and summer programs that are of high quality and are linked to standards-based curricula have the promise of increasing student achievement. In 1998–99, 44 states and the District of Columbia reported that there were 9,972 Title I extended-time instructional programs in operation—a decrease of 37 percent over the number of programs reported in operation during the 1997–98 school year. Refer to Table 15 for by-state figures and note that several states did not report counts of extended-time programs during one or both of the two years.

Title I Staffing Patterns

As part of the revised data collection instrument, states were asked to provide full-time equivalent (FTE) staffing information for targeted assistance schools only. The reasoning for this change was that, in schoolwide schools, the LEAs are not required to track Title I dollars to particular activities.

Almost one-half (49 percent) of the staff funded by Title I in 1998–99 were teachers. This represents a small increase in the proportion of FTE staff classified as teachers from 1997–98 and continues the increases seen in this proportion from 1996–97.

Thirty-seven percent of the staff funded by Title I in 1998–99 were teacher aides. Teachers and teacher aides account for 86 percent of the total staff funded by Title I dollars. While this proportion has remained unchanged since 1981–82, there has been a shift over the past 3 years between teachers and aides. The percentage of total staff classified as teachers has increased (from 45 to 49 percent) while the percentage of staff classified as teacher aides has decreased. The FTE number of local administrators comprised a small proportion of staff (3 percent). (See Figures 11 and 12 and Tables 16 and 17.)

Figure 11
Title I FTE Staff in TAS Schools, by Classification, 1998-99

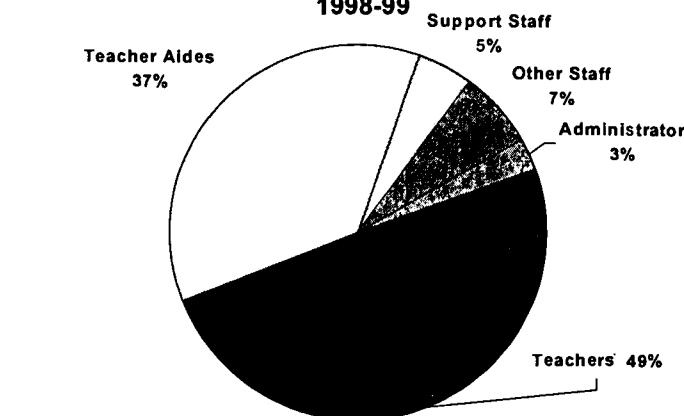
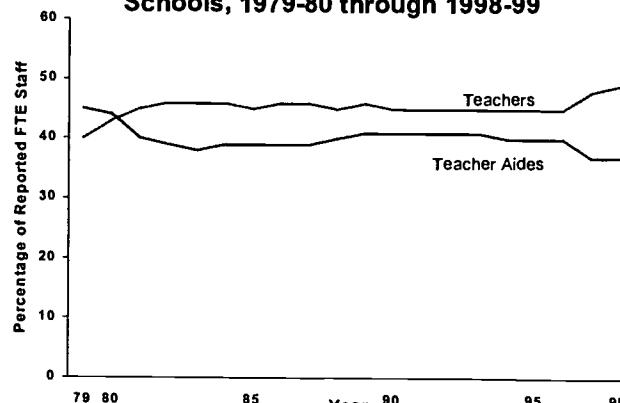


Figure 12
Title I FTE Teachers and Teacher Aides in TAS Schools, 1979-80 through 1998-99



Information on the Title I State Agency Program for Neglected or Delinquent Children and Youth

Participation by Type of Institution

Data providers were asked to report the number of State Agency Neglected (N) or Delinquent (D) participants receiving Title I services through each of three types of institutions: Neglected, Delinquent, and Adult Correctional. In 1998-99, 30 percent of State Agency N or D participants were classified as neglected, 48 percent were classified as delinquent, and 22 percent were classified as adult correctional.

The figures reported for the State Agency Neglected or Delinquent program should, however, be viewed with caution. The participation figures reported by California make up more than half of all program participants, and these figures shift significantly from one year to the next. (See Figure 13 and Tables 18 and 19.)

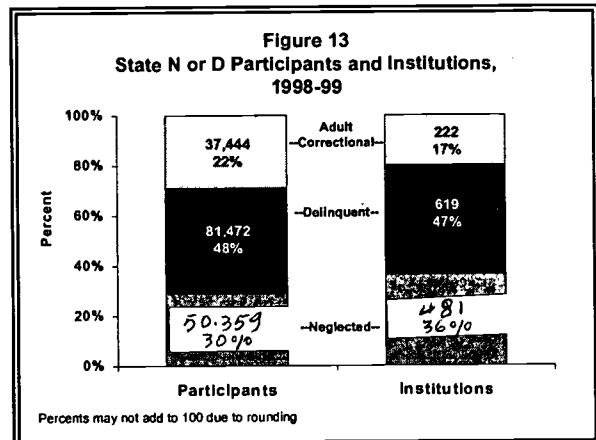


Table 1a
**Number and Percentage of Targeted Assistance (TAS) Schools, by State, 1997–98
 and 1998–99**

State	1997–98			1998–99		
	Number of Title I Schools	Number TAS Schools	Percent TAS Schools	Number of Title I Schools	Number TAS Schools	Percent TAS Schools
Alabama	788	303	38	812	282	35
Alaska	231	137	59	361	281	78
Arizona	737	386	52	841	419	50
Arkansas	789	431	55	783	402	51
California	4,492	3,629	81	4,543	3,555	78
Colorado	585	479	82	597	451	76
Connecticut	420	335	80	422	332	79
Delaware	108	96	89	101	89	88
District of Columbia	101	12	12	125	25	20
Florida	972	124	13	977	122	12
Georgia	1,024	570	56	1,020	456	45
Hawaii	129	27	21	138	20	14
Idaho	397	329	83	397	321	81
Illinois	2,710	2,140	79	2,259	1,517	67
Indiana	830	716	86	826	689	83
Iowa	776	689	89	878	772	88
Kansas	698	536	77	687	497	72
Kentucky	872	246	28	872	213	24
Louisiana	867	153	18	873	152	17
Maine	425	379	89	462	411	89
Maryland	406	167	41	300	74	25
Massachusetts	904	575	64	933	542	58
Michigan	1,849	1,296	70	2,011	1,417	70
Minnesota	833	681	82	922	736	80
Mississippi	670	158	24	680	108	16
Missouri	—	—	—	—	—	—
Montana	620	539	87	619	526	85
Nebraska	494	424	86	496	413	83
Nevada	90	52	58	98	29	30
New Hampshire	220	207	94	185	172	93
New Jersey	1,344	1,199	89	1,285	1,117	87
New Mexico	440	293	67	450	258	57
New York	2,779	2,047	74	2,512	1,847	74
North Carolina	1,021	449	44	1,030	407	40
North Dakota	283	264	93	285	259	91
Ohio	2,067	1,444	70	2,020	1,256	62
Oklahoma	1,122	565	50	1,146	526	46
Oregon	624	453	73	584	408	70
Pennsylvania	1,734	1,373	79	1,731	1,340	77
Rhode Island	134	86	64	136	82	60
South Carolina	495	96	19	499	80	16
South Dakota	372	301	81	396	314	79
Tennessee	743	337	45	770	296	38
Texas	4,017	807	20	4,141	663	16
Utah	242	166	69	232	142	61
Vermont	220	198	90	212	154	73
Virginia	729	574	79	741	549	74
Washington	885	613	69	853	556	65
West Virginia	459	201	44	456	133	29
Wisconsin	1,706	1,520	89	1,036	849	82
Wyoming	136	106	78	144	104	72
Bureau of Indian Affairs	173	0	0	173	0	0
Puerto Rico	1,376	913	66	1,406	721	51
Total	47,138	29,821	63	46,456	27,084	58

Note: For both 1997–98 and 1998–99, Missouri was unable to provide information on the number of schools broken out by TAS and SWP. This table, therefore, does not show data for this state.

Table 1b
**Number and Percentage of Schoolwide Program (SWP) Schools, by State, 1997–98
 and 1998–99**

State	1997–98			1998–99		
	Number of Title I Schools	Number SWP Schools	Percent SWP Schools	Number of Title I Schools	Number SWP Schools	Percent SWP Schools
Alabama	788	485	62	812	530	65
Alaska	231	94	41	361	80	22
Arizona	737	351	48	841	422	50
Arkansas	789	358	45	783	381	49
California	4,492	863	19	4,543	988	22
Colorado	585	106	18	597	146	24
Connecticut	420	85	20	422	90	21
Delaware	108	12	11	101	12	12
District of Columbia	101	89	88	125	100	80
Florida	972	848	87	977	855	88
Georgia	1,024	454	44	1,020	564	55
Hawaii	129	102	79	138	118	86
Idaho	397	68	17	397	76	19
Illinois	2,710	570	21	2,259	742	33
Indiana	830	114	14	826	137	17
Iowa	776	87	11	878	106	12
Kansas	698	162	23	687	190	28
Kentucky	872	626	72	872	659	76
Louisiana	867	714	82	873	721	83
Maine	425	46	11	462	51	11
Maryland	406	239	59	300	226	75
Massachusetts	904	329	36	933	391	42
Michigan	1,849	553	30	2,011	594	30
Minnesota	833	152	18	922	186	20
Mississippi	670	512	76	680	572	84
Missouri	—	—	—	—	—	—
Montana	620	81	13	619	93	15
Nebraska	494	70	14	496	83	17
Nevada	90	38	42	98	69	70
New Hampshire	220	13	6	185	13	7
New Jersey	1,344	145	11	1,285	168	13
New Mexico	440	147	33	450	192	43
New York	2,779	732	26	2,512	665	26
North Carolina	1,021	572	56	1,030	623	60
North Dakota	283	19	7	285	26	9
Ohio	2,067	623	30	2,020	764	38
Oklahoma	1,122	557	50	1,146	620	54
Oregon	624	171	27	584	176	30
Pennsylvania	1,734	361	21	1,731	391	23
Rhode Island	134	48	36	136	54	40
South Carolina	495	399	81	499	419	84
South Dakota	372	71	19	396	82	21
Tennessee	743	406	55	770	474	62
Texas	4,017	3,210	80	4,141	3,478	84
Utah	242	76	31	232	90	39
Vermont	220	22	10	212	58	27
Virginia	729	155	21	741	192	26
Washington	885	272	31	853	297	35
West Virginia	459	258	56	456	323	71
Wisconsin	1,706	186	11	1,036	187	18
Wyoming	136	30	22	144	40	28
Bureau of Indian Affairs	173	173	100	173	173	100
Puerto Rico	1,376	463	34	1,406	685	49
Total	47,138	17,317	37	46,456	19,372	42

Note: For both 1997–98 and 1998–99, Missouri was unable to provide information on the number of schools broken out by TAS and SWP. This table, therefore, does not show data for this state.

Table 2a
**Participating Title I Local Education Agencies (LEAs) Identified for Improvement,
by State, 1997–98 and 1998–99**

State	1997–98			1998–99		
	Total Number	Number in Improvement	% in Improvement	Total Number	Number in Improvement	% in Improvement
Alabama	127	0	0	128	128	100
Alaska	50	—	—	51	2	4
Arizona	261	26	10	294	34	12
Arkansas	312	27	9	304	239	79
California	744	154	21	744	154	21
Colorado	167	2	1	166	17	10
Connecticut	122	7	6	123	7	6
Delaware	22	0	0	22	0	0
District of Columbia	1	—	—	1	—	—
Florida	67	0	0	67	0	0
Georgia	180	59	33	180	103	57
Hawaii	1	—	—	1	—	—
Idaho	108	31	29	110	8	7
Illinois	808	13	2	752	125	17
Indiana	285	—	—	285	21	7
Iowa	377	0	0	375	0	0
Kansas	302	63	21	302	81	27
Kentucky	174	141	81	174	140	80
Louisiana	66	0	0	66	0	0
Maine	189	48	25	189	—	—
Maryland	24	7	29	24	0	0
Massachusetts	267	101	38	267	100	37
Michigan	525	385	73	566	430	76
Minnesota	350	36	10	336	36	11
Mississippi	152	41	27	152	33	22
Missouri	520	436	84	504	366	73
Montana	306	29	9	307	14	3
Nebraska	307	47	15	304	73	24
Nevada	17	13	76	19	7	37
New Hampshire	130	2	2	145	4	3
New Jersey	460	—	—	477	—	—
New Mexico	88	68	77	88	53	60
New York	650	49	8	684	13	2
North Carolina	117	0	0	117	0	0
North Dakota	204	0	0	202	0	0
Ohio	590	237	40	607	200	33
Oklahoma	534	81	15	542	31	6
Oregon	170	3	2	169	9	5
Pennsylvania	486	21	4	492	30	6
Rhode Island	36	36	100	36	2	6
South Carolina	86	11	13	86	11	13
South Dakota	176	8	5	176	0	0
Tennessee	138	17	12	138	3	2
Texas	1,004	5	*	1,031	13	1
Utah	40	0	0	40	0	0
Vermont	59	0	0	59	0	0
Virginia	132	46	35	132	19	14
Washington	276	93	34	286	71	25
West Virginia	55	10	18	55	4	7
Wisconsin	388	14	4	388	—	—
Wyoming	136	36	26	144	31	22
Bureau of Indian Affairs	173	148	86	173	147	85
Puerto Rico	1	—	—	1	—	—
Total	12,960	2,551	20	13,081	2,759	21

Note: The totals shown here do not reflect data from all states. In 1997–98 and 1998–99, six states did not submit information regarding the number of LEAs identified for improvement.

Table 2b
**Participating Title I Schools Identified for School Improvement,
by State, 1997–98 and 1998–99**

State	1997–98			1998–99		
	Total Number	Number in Improvement	% in Improvement	Total Number	Number in Improvement	% in Improvement
Alabama	788	26	3	812	60	7
Alaska	231	11	5	361	8	2
Arizona	737	107	15	841	181	22
Arkansas	789	53	7	783	499	64
California	4,492	487	11	4,543	210	5
Colorado	585	13	2	597	91	15
Connecticut	420	102	24	422	26	6
Delaware	108	39	36	101	32	32
District of Columbia	101	60	59	125	100	80
Florida	972	3	*	977	73	7
Georgia	1,024	537	52	1,020	603	59
Hawaii	129	77	60	138	91	66
Idaho	397	44	11	397	14	4
Illinois	2,710	62	2	2,259	727	32
Indiana	830	257	31	826	98	12
Iowa	776	28	4	878	148	17
Kansas	698	144	21	687	154	22
Kentucky	872	634	73	872	615	71
Louisiana	867	162	19	873	162	19
Maine	425	134	32	—	—	—
Maryland	406	31	8	300	18	6
Massachusetts	904	422	47	933	399	43
Michigan	1,849	1,048	57	2,011	1,523	76
Minnesota	833	103	12	—	—	—
Mississippi	670	108	16	680	100	15
Missouri	—	—	—	—	—	—
Montana	620	63	10	619	62	10
Nebraska	494	80	16	496	204	41
Nevada	90	62	69	98	35	36
New Hampshire	220	2	1	185	4	2
New Jersey	—	—	—	—	—	—
New Mexico	440	182	41	450	149	33
New York	2,779	410	15	2,581	492	20
North Carolina	1,021	76	7	1,030	46	4
North Dakota	283	16	6	285	20	7
Ohio	2,067	450	22	2,020	508	25
Oklahoma	1,122	81	7	1,146	31	3
Oregon	624	9	1	584	28	5
Pennsylvania	1,734	204	12	1,731	215	12
Rhode Island	134	1	1	136	34	25
South Carolina	495	97	20	499	75	15
South Dakota	372	8	2	396	0	0
Tennessee	743	118	16	770	17	2
Texas	4,017	55	1	4,141	61	1
Utah	242	20	8	232	20	9
Vermont	220	10	5	212	27	13
Virginia	729	152	21	741	150	20
Washington	885	172	19	853	71	8
West Virginia	459	146	32	456	130	29
Wisconsin	1,706	211	12	1,036	66	6
Wyoming	136	36	26	144	31	22
Bureau of Indian Affairs	173	148	86	173	147	85
Puerto Rico	1,376	150	11	1,406	200	14
Total	45,794	7,651	17	43,787	8,755	20

Note: For both 1997–98 and 1998–99, Missouri was unable to provide information on the number of schools broken out by TAS and SWP. Additionally, this state was unable to provide counts of the number of schools identified for improvement. This table, therefore does not show data for this state. For 1997–98 and 1998–99, New Jersey was unable to provide information on the number of schools identified for improvement. Maine and Minnesota were unable to provide this information for 1998–99.

Table 3a
Targeted Assistance Schools (TAS) in School Improvement, by State, 1997–98 and 1998–99

State	1997–98			1998–99		
	Number of Schools	Number in Improvement	% in Improvement	Number of Schools	Number in Improvement	% in Improvement
Alabama	303	2	1	282	5	2
Alaska	137	7	5	281	4	1
Arizona	386	42	11	419	66	16
Arkansas	431	19	4	402	245	61
California	3,629	350	10	3,555	65	2
Colorado	479	11	2	451	58	13
Connecticut	335	57	17	332	3	1
Delaware	96	35	36	89	30	34
District of Columbia	12	7	58	25	21	84
Florida	124	0	0	122	0	0
Georgia	570	313	55	456	208	46
Hawaii	27	6	22	20	4	20
Idaho	329	41	12	321	12	4
Illinois	2,140	16	1	1,517	217	14
Indiana	716	188	26	689	61	9
Iowa	689	8	1	772	115	15
Kansas	536	103	19	497	94	19
Kentucky	246	161	65	213	119	56
Louisiana	153	4	3	152	6	4
Maine	379	116	31	—	—	—
Maryland	167	4	2	74	3	4
Massachusetts	575	152	26	542	121	22
Michigan	1,296	715	55	1,417	1026	72
Minnesota	681	60	9	—	—	—
Mississippi	158	1	1	108	3	3
Missouri	—	—	—	—	—	—
Montana	539	27	5	526	22	4
Nebraska	424	65	15	413	161	39
Nevada	52	34	65	29	5	17
New Hampshire	207	2	1	172	4	2
New Jersey	—	—	—	—	—	—
New Mexico	293	123	42	258	74	29
New York	2,047	226	11	1,847	242	13
North Carolina	449	7	2	407	1	*
North Dakota	264	5	2	259	5	2
Ohio	1,444	314	22	1,256	292	23
Oklahoma	565	22	4	526	6	1
Oregon	453	4	1	408	14	3
Pennsylvania	1,373	26	2	1,340	32	2
Rhode Island	86	1	1	82	2	2
South Carolina	96	2	2	80	1	1
South Dakota	301	7	2	314	0	0
Tennessee	337	22	7	296	4	1
Texas	807	4	*	663	5	1
Utah	166	5	3	142	5	4
Vermont	198	9	5	154	20	13
Virginia	574	96	17	549	92	17
Washington	613	90	15	556	40	7
West Virginia	201	44	22	133	17	13
Wisconsin	1,520	54	4	849	17	2
Wyoming	106	30	28	104	21	20
Bureau of Indian Affairs	0	—	—	0	—	—
Puerto Rico	913	115	13	721	107	15
Total	28,622	3,752	13	24,820	3,675	15

* Less than 0.5 percent

Note: The totals shown here do not reflect data from all states. The Bureau of Indian Affairs does not have TAS schools. For 1997–98 and 1998–99, Missouri was unable to provide the information on the total number of schools and schools identified for improvement broken out by TAS and SWP and therefore is excluded from this table. New Jersey was unable to provide information on the number of schools identified for improvement both for 1997–98 and 1998–99. For 1998–99, two additional states (Maine and Minnesota) were unable to provide information on the number of TAS schools in improvement.

Table 3b
Schoolwide (SWP) Schools in School Improvement, by State, 1997–98 and 1998–99

State	1997–98			1998–99		
	Number of Schools	Number in Improvement	% in Improvement	Number of Schools	Number in Improvement	% in Improvement
Alabama	485	24	5	530	55	10
Alaska	94	4	4	80	4	5
Arizona	351	65	19	422	115	27
Arkansas	358	34	9	381	254	67
California	863	137	16	988	145	15
Colorado	106	2	2	146	33	23
Connecticut	85	45	53	90	23	26
Delaware	12	4	33	12	2	17
District of Columbia	89	53	60	100	79	79
Florida	848	3	*	855	73	9
Georgia	454	224	49	564	395	70
Hawaii	102	71	70	118	87	74
Idaho	68	3	4	76	2	3
Illinois	570	46	8	742	510	69
Indiana	114	69	61	137	37	27
Iowa	87	20	23	106	33	31
Kansas	162	41	25	190	60	32
Kentucky	626	473	76	659	496	75
Louisiana	714	158	22	721	156	22
Maine	46	18	39	—	—	—
Maryland	239	27	11	226	15	7
Massachusetts	329	270	82	391	278	71
Michigan	553	333	60	594	497	84
Minnesota	152	43	28	—	—	—
Mississippi	512	107	21	572	97	17
Missouri	—	—	—	—	—	—
Montana	81	36	44	93	40	43
Nebraska	70	15	21	83	43	52
Nevada	38	28	74	69	30	43
New Hampshire	13	0	0	13	0	0
New Jersey	—	—	—	—	—	—
New Mexico	147	59	40	192	75	39
New York	732	184	25	665	250	38
North Carolina	572	69	12	623	45	7
North Dakota	19	11	58	26	15	58
Ohio	623	136	22	764	216	28
Oklahoma	557	59	11	620	25	4
Oregon	171	5	3	176	14	8
Pennsylvania	361	178	49	391	183	47
Rhode Island	48	0	0	54	32	59
South Carolina	399	95	24	419	74	18
South Dakota	71	1	1	82	0	0
Tennessee	406	96	24	474	13	3
Texas	3,210	51	2	3,478	56	2
Utah	76	15	20	90	15	17
Vermont	22	1	5	58	7	12
Virginia	155	56	36	192	58	30
Washington	272	82	30	297	31	10
West Virginia	258	102	40	323	113	35
Wisconsin	186	157	84	187	49	26
Wyoming	30	6	20	40	10	25
Bureau of Indian Affairs	173	148	86	173	147	85
Puerto Rico	463	35	8	685	93	14
Total	17,172	3,899	23	18,967	5,080	27

* Less than 0.5 percent

Note: The totals shown here do not reflect data from all states. The Bureau of Indian Affairs does not have TAS schools. For 1997–98 and 1998–99, Missouri was unable to provide the information on the total number of schools and schools identified for improvement broken out by TAS and SWP and therefore is excluded from this table. New Jersey was unable to provide information on the number of schools identified for improvement for both 1997–98 and 1998–99. For 1998–99, two additional states (Maine and Minnesota) were unable to provide information on the number of SWP schools in improvement.

Table 4
Number and Percentage of Title I Public, Nonpublic, and Local Neglected or Delinquent (N or D) Participants, by State, 1997–98 and 1998–99

State	Public TAS				Public SWP			
	1997–98	% of Total	1998–99	% of Total	1997–98	% of Total	1998–99	% of Total
Alabama	38,088	15	34,470	13	222,340	85	230,519	87
Alaska	5,606	29	9,832	39	13,662	70	15,600	61
Arizona	49,480	19	39,138	17	201,897	79	195,007	83
Arkansas	44,050	28	40,354	24	111,142	71	124,481	75
California	818,098	39	1,357,469	61	1,235,577	59	795,019	36
Colorado	30,869	41	27,189	30	43,623	58	61,940	69
Connecticut	26,816	34	27,704	35	49,376	62	49,476	63
Delaware	—	—	9,446	52	—	—	7,155	39
District of Columbia	4,056	8	12,598	21	45,143	86	46,431	77
Florida	13,259	2	17,883	2	598,649	97	697,484	97
Georgia	73,925	22	50,543	13	255,760	77	336,701	87
Hawaii	3,817	6	1,658	2	64,063	94	75,626	98
Idaho	21,073	52	36,932	63	18,436	46	21,559	37
Illinois	120,190	24	107,461	23	362,812	73	337,190	74
Indiana	60,330	56	55,924	49	43,708	40	54,182	47
Iowa	29,959	61	27,886	51	15,963	33	22,913	42
Kansas	23,639	30	19,977	25	52,084	65	55,653	70
Kentucky	31,826	11	25,196	9	247,207	88	266,546	91
Louisiana	19,476	6	68,693	17	311,773	91	331,302	81
Maine	16,921	71	18,488	71	6,715	28	7,446	29
Maryland	13,139	11	10,086	8	107,668	88	121,495	91
Massachusetts	37,984	17	35,204	16	174,931	78	183,439	82
Michigan	206,494	43	210,682	42	263,998	55	278,898	56
Minnesota	62,775	53	66,726	45	50,708	42	76,139	52
Mississippi	20,946	7	13,174	5	261,025	92	256,807	94
Missouri	—	—	—	—	—	—	—	—
Montana	17,994	55	17,851	50	13,687	42	16,540	47
Nebraska	15,233	36	14,828	32	24,690	58	27,527	60
Nevada	8,950	28	1,704	3	22,078	68	49,216	96
New Hampshire	10,644	72	9,815	67	3,927	27	4,737	32
New Jersey	94,572	60	106,240	53	53,684	34	87,860	43
New Mexico	28,335	30	23,239	22	62,359	65	80,966	75
New York	266,529	37	273,135	37	416,067	58	425,043	58
North Carolina	34,190	12	33,197	11	256,525	88	279,438	89
North Dakota	11,994	59	11,567	60	7,760	38	7,442	38
Ohio	90,442	27	83,939	23	233,594	70	277,854	75
Oklahoma	48,336	25	35,221	16	144,583	75	179,405	83
Oregon	38,756	37	35,626	33	65,079	62	70,248	66
Pennsylvania	118,260	33	119,184	32	213,894	60	227,686	61
Rhode Island	4,158	26	5,441	23	10,585	65	16,802	71
South Carolina	7,442	4	7,308	3	199,418	96	205,556	96
South Dakota	10,348	47	9,466	44	11,154	51	11,310	53
Tennessee	36,039	16	32,485	13	188,542	81	219,832	85
Texas	65,487	4	52,026	3	1,711,993	96	1,833,083	97
Utah	20,710	38	16,331	26	33,795	62	46,935	74
Vermont	7,999	48	7,187	43	8,448	50	9,174	54
Virginia	40,432	35	36,549	29	72,471	63	84,604	68
Washington	52,362	31	48,759	25	117,180	68	139,169	73
West Virginia	17,575	21	11,443	12	65,290	78	81,108	87
Wisconsin	50,729	30	46,108	29	112,201	67	112,165	70
Wyoming	5,687	45	4,965	34	6,682	53	9,578	65
Bureau of Indian Affairs	0	0	0	0	50,241	100	50,360	100
Puerto Rico	152,956	42	96,689	24	196,129	54	291,056	72
Total	3,028,975	26	3,465,016	27	9,060,316	72	9,493,702	71

Table 4 (continued)
Number and Percentage of Title I Public, Nonpublic, and Local Neglected or Delinquent (N or D) Participants, by State, 1997–98 and 1998–99

State	Nonpublic				Local N or D				Total		
	1997–98	% of Total	1998–99	% of Total	1997–98	% of Total	1998–99	% of Total	1997–98	1998–99	% Change
Alabama	417	*	719	*	1,390	1	—	—	262,235	265,708	1
Alaska	1	*	3	*	177	1	—	—	19,446	25,435	31
Arizona	2,110	1	736	*	2,799	1	1,200	1	256,286	236,081	*
Arkansas	611	*	515	*	340	*	364	*	156,143	165,714	6
California	29,453	1	34,758	2	8,434	*	38,209	2	2,091,562	2,225,455	6
Colorado	454	1	510	1	589	1	549	1	75,535	90,188	19
Connecticut	1,565	2	1,748	2	1,519	2	—	—	79,276	78,928	*
Delaware	—	—	1,583	9	—	—	0	*	8,656	18,184	110
District of Columbia	3,181	6	1,192	2	225	*	—	—	52,605	60,221	14
Florida	2,727	*	3,000	*	2,213	*	—	—	616,848	718,367	16
Georgia	469	*	454	*	986	*	1,392	*	331,140	389,090	18
Hawaii	121	*	202	*	0	*	—	—	68,001	77,486	14
Idaho	162	*	297	1	483	1	239	*	40,154	59,027	47
Illinois	10,079	2	10,282	2	2,406	*	2,498	1	495,487	457,431	*
Indiana	2,239	2	2,347	2	1,720	2	1,834	2	107,997	114,287	6
Iowa	1,847	4	1,879	3	1,315	3	2,064	4	49,084	54,742	12
Kansas	1,412	2	1,339	2	2,540	3	2,461	3	79,675	79,430	*
Kentucky	1,471	1	1,698	1	941	*	—	—	281,445	293,440	4
Louisiana	5,316	2	3,302	1	5,836	2	4,317	1	342,401	407,614	19
Maine	161	1	163	1	8	*	—	—	23,805	26,097	10
Maryland	1,221	1	1,390	1	744	1	749	1	122,772	133,720	9
Massachusetts	9,149	4	4,656	2	1,468	1	1,186	1	223,532	224,485	*
Michigan	4,464	1	4,751	1	1,648	*	3,742	1	476,604	498,073	5
Minnesota	3,940	3	4,032	3	2,069	2	372	*	119,492	147,269	23
Mississippi	2,087	1	1,699	1	486	*	396	*	284,544	272,076	*
Missouri	4,079	2	3,775	2	2,202	1	—	—	167,807	196,852	17
Montana	353	1	453	1	498	2	574	2	32,532	35,418	9
Nebraska	1,346	3	1,436	3	1,476	3	1,880	4	42,745	45,671	7
Nevada	79	*	70	*	1,400	4	54	*	32,507	51,044	57
New Hampshire	120	1	124	1	90	1	—	—	14,781	14,676	*
New Jersey	6,444	4	8,118	4	2,131	1	—	—	156,831	202,218	29
New Mexico	1,164	1	1,109	1	3,982	4	2,016	2	95,840	107,330	12
New York	30,639	4	31,077	4	6,587	1	7,265	1	719,822	736,520	2
North Carolina	164	*	90	*	254	*	794	*	291,133	313,519	8
North Dakota	406	2	415	2	114	1	—	—	20,274	19,424	*
Ohio	7,375	2	8,250	2	3,144	1	1,246	*	334,555	371,289	11
Oklahoma	329	*	286	*	771	*	712	*	194,019	215,624	11
Oregon	751	1	843	1	173	*	208	*	104,759	106,925	2
Pennsylvania	22,245	6	23,710	6	3,997	1	3,422	*	358,396	374,002	3
Rhode Island	1,448	9	1,414	6	84	1	73	*	16,275	23,730	46
South Carolina	121	*	532	*	694	*	891	*	207,675	214,287	3
South Dakota	295	1	379	2	104	*	279	1	21,901	21,434	*
Tennessee	394	*	419	*	6,950	3	6,098	2	231,925	258,834	12
Texas	7,294	*	7,186	*	6,549	*	6,031	*	1,791,323	1,898,326	6
Utah	123	*	110	*	—	—	—	—	54,628	63,376	16
Vermont	247	1	267	2	54	*	221	1	16,748	16,849	1
Virginia	644	1	690	1	2,063	2	2,548	2	115,610	124,391	8
Washington	622	*	573	*	1,109	1	1,560	1	171,273	190,061	12
West Virginia	303	*	360	*	366	*	105	*	83,534	93,016	11
Wisconsin	4,595	3	3,042	2	77	*	17	*	167,602	161,332	*
Wyoming	127	1	95	1	45	*	—	—	12,541	14,638	17
Bureau of Indian Affairs	0	0	0	0	0	0	0	0	50,241	50,360	*
Puerto Rico	16,707	5	19,278	5	489	*	—	—	366,281	407,023	11
Total	193,071	2	197,356	1	85,739	1	97,566	1	12,538,283	13,446,717	7

* Less than 0.5 percent.

Notes: Percents (across) may not add to 100 due to rounding. For 1997–98 two states (**Delaware** and **Missouri**) were unable to provide participation broken out by TAS and SWP. Missouri was the only state that failed to provide this breakout for 1998–99. For these states, all of their participants are reported in the overall totals but not in the Public TAS and SWP breakouts. Additionally, sixteen states were unable to provide information on the total number of Local N or D participants.

Table 5
Title I Participation, Public, Nonpublic, Local Neglected or Delinquent (N or D),
and Total, 1979–80 to 1998–99

Year	Public		% Diff	Nonpublic	% Diff	Local N or D	% Diff	Total	% Diff	
1979–80	4,973,708			189,114				5,162,822		
1980–81	4,862,308		−2	213,499	13			5,075,807	−2	
1981–82	4,434,447		−9	184,084	−14			4,618,531	−9	
1982–83	4,270,424		−4	177,210	−4			4,447,634	−4	
1983–84	4,381,975		3	190,660	8			4,572,635	3	
1984–85	4,528,177		3	184,532	−3			4,712,709	3	
1985–86	4,611,948		2	127,922	−31			4,739,870	1	
1986–87	4,594,761		*	137,900	8			4,732,661	0	
1987–88	4,808,030		5	136,618	−1			4,944,648	4	
1988–89	4,777,643		—	137,656	—	131,574		5,046,873	2	
1989–90	5,014,617		5	151,948	10	161,255	23	5,327,820	6	
1990–91	5,252,141		5	157,360	4	138,069	−14	5,547,570	4	
1991–92	5,594,718		7	163,329	4	145,572	5	5,903,619	6	
1992–93	6,042,849		8	171,239	5	182,398	25	6,396,486	8	
1993–94	6,198,095		3	177,243	4	178,942	−2	6,554,280	2	
1994–95	6,392,372		3	172,982	−2	106,467	−41	6,671,821	2	
1995–96+										
	Public TAS	% Diff	Public SWP	% Diff						
1996–97	3,520,622		7,529,762		167,590	−3	76,719	−28	11,294,693	69
1997–98	3,028,975	−14	9,060,316	20	193,071	15	85,739	12	12,538,283	11
1998–99	3,465,016	14	9,493,702	5	197,356	3	97,566	14	13,446,717	7

* Less than 0.5 percent.

+ No State Performance Report information was collected for the 1995–96 school year.

Notes: Percents (across) may not add to 100 due to rounding. For 1997–98 two states (Delaware and Missouri) were unable to provide participation broken out by TAS and SWP. Missouri was the only state that failed to provide this breakout for 1998–99. For these states, all of their participants are reported in the overall totals but not in the Public TAS and SWP breakouts.

Table 6
Title I Participants, by Grade Span, Targeted Assistance (TAS), Schoolwide (SWP), Nonpublic, Local Neglected or Delinquent (N or D), and Total, 1997–98 and 1998–99

Grade Level	Public TAS		Public SWP		Nonpublic		Local N or D		Total	
	Number	% of TAS	Number	% of SWP	Number	% of Non-public	Number	% of N or D	Number	% Overall
1997–98										
Pre-K	50,762	2	17	250,350	3	83	1,074	1	* 234	* 302,420
Kindergarten	248,297	8	20	966,542	11	79	15,061	8	1 1,025	* 1,260,925
Grades 1–3	1,266,763	42	27	3,258,758	36	71	84,231	44	2 5,631	* 4,615,383
Grades 4–6	823,425	27	24	2,581,081	28	74	59,349	31	2 9,069	* 3,472,924
Grades 7–9	475,359	16	25	1,382,334	15	72	26,795	14	1 36,982	2 1,921,470
Grades 10–12	168,381	6	23	539,827	6	73	5,232	3	1 26,382	31 4 739,822
Ungraded	4,564	*	7	54,863	1	82	1,329	1	2 6,139	7 9 66,885
Total	3,037,551	100	25	9,063,755	100	73	193,071	100	2 85,462	100 1 12,379,829
1998–99										
Pre-K	38,611	1	14	245,455	3	85	991	1	* 309	* 285,366
Kindergarten	310,063	9	24	942,927	10	74	15,362	8	1 1,243	* 1,269,559
Grades 1–3	1,386,763	40	28	3,426,379	36	70	81,103	41	2 6,078	* 4,899,989
Grades 4–6	960,639	28	25	2,737,466	29	73	60,963	31	2 9,463	* 3,768,369
Grades 7–9	533,753	15	26	1,458,110	15	71	28,854	15	1 34,301	37 2 2,054,977
Grades 10–12	194,070	6	24	554,695	6	70	8,412	4	1 37,070	40 5 794,247
Ungraded	41,076	1	25	121,420	1	73	518	*	1 * 3,841	4 2 166,855
Total	3,464,975	100	27	9,486,452	100	71	196,203	100	1 92,305	100 1 13,239,362

* Less than 0.5 percent

Note: Percents may not add to 100 due to rounding.

Table 7

**Number and Percentage of Title I Targeted Assistance (TAS) and Schoolwide (SWP)
Participants, by Racial or Ethnic Classification and State, 1997–98 and 1998–99**

State	Black, not Hispanic				Hispanic				White			
	1997–98	% of Total	1998–99	% of Total	1997–98	% of Total	1998–99	% of Total	1997–98	% of Total	1998–99	% of Total
Alabama	152,537	59	149,628	56	2,187	1	2,735	1	101,970	39	109,493	41
Alaska	1,523	8	1,373	5	664	3	967	4	5,744	29	6,111	24
Arizona	13,771	9	17,731	7	31,073	21	138,031	55	64,547	43	62,514	25
Arkansas	58,368	38	60,805	37	4,282	3	5,930	4	91,006	59	96,260	58
California	311,014	14	328,892	14	1,253,421	58	1,383,001	59	381,840	18	404,474	17
Colorado	6,182	8	7,206	8	34,280	45	38,360	43	32,367	43	41,226	46
Connecticut	25,449	33	28,651	37	27,292	36	26,816	35	21,563	28	19,705	25
Delaware	5,187	39	164	1	987	7	1,148	7	6,967	52	9,362	56
District of Columbia	44,604	91	52,634	89	3,901	8	5,010	8	135	*	365	1
Florida	244,078	40	272,534	38	116,476	19	149,750	21	239,126	39	275,476	39
Georgia	204,030	62	235,867	61	14,220	4	18,451	5	104,538	32	124,541	32
Hawaii	1,516	2	2,019	3	1,697	3	2,139	3	10,326	16	12,155	16
Idaho	257	*	537	1	7,975	11	13,229	25	28,179	38	37,552	70
Illinois	265,821	55	211,357	48	109,864	23	107,729	24	101,784	21	118,087	27
Indiana	27,203	26	31,572	29	6,246	6	4,483	4	68,424	66	69,823	65
Iowa	3,583	7	4,872	9	2,865	6	3,598	6	41,713	84	46,511	82
Kansas	13,228	17	15,090	20	12,157	16	12,946	17	44,554	59	44,103	58
Kentucky	35,857	13	35,600	12	1,825	1	2,273	1	238,312	85	250,083	86
Louisiana	194,621	59	232,685	58	15,881	5	4,051	1	115,037	35	156,405	39
Maine	160	1	401	2	387	2	194	1	22,721	95	24,903	96
Maryland	78,029	65	85,870	65	6,776	6	9,413	7	33,503	28	33,096	25
Massachusetts	49,731	23	50,440	23	62,931	29	65,409	29	77,698	36	83,022	37
Michigan	225,779	47	228,754	47	19,780	4	21,438	4	225,164	47	216,420	44
Minnesota	19,863	19	30,224	21	5,403	5	8,923	6	62,319	60	81,463	57
Mississippi	183,987	65	160,107	59	1,044	*	1,270	*	95,240	34	109,589	40
Missouri	13,770	8	3,676	2	2,614	2	15,186	7	142,968	87	180,448	88
Montana	216	1	875	3	823	3	253	1	21,245	67	23,301	68
Nebraska	7,028	18	6,684	16	4,998	13	6,238	15	25,731	64	26,872	63
Nevada	5,917	19	8,936	18	14,080	45	23,918	47	9,210	30	15,121	30
New Hampshire	331	2	360	3	576	4	672	5	13,929	93	13,150	91
New Jersey	47,073	32	78,841	41	53,280	36	59,094	30	43,661	29	50,412	26
New Mexico	1,987	2	2,180	2	53,614	59	61,727	59	17,463	19	20,021	19
New York	229,360	34	227,177	33	228,386	33	236,153	34	173,900	25	185,318	27
North Carolina	134,395	46	138,572	44	12,110	4	16,015	5	127,576	44	139,464	45
North Dakota	297	1	424	2	400	2	362	2	14,602	72	14,716	76
Ohio	119,438	37	114,676	31	10,109	3	9,103	2	188,367	58	237,456	64
Oklahoma	30,753	16	33,550	16	12,220	6	14,758	7	106,417	55	118,999	55
Oregon	6,406	6	6,411	6	17,469	17	17,387	16	72,082	69	74,525	70
Pennsylvania	137,566	41	144,303	42	36,628	11	40,162	12	141,856	43	153,159	44
Rhode Island	2,413	16	4,099	18	4,463	29	6,799	30	6,398	42	9,322	41
South Carolina	125,635	61	128,554	60	2,443	1	3,496	2	77,394	37	79,038	37
South Dakota	197	1	252	1	236	1	337	2	12,881	60	13,510	61
Tennessee	93,169	41	103,482	41	2,523	1	3,529	1	127,480	57	143,519	57
Texas	294,180	17	301,442	16	1,011,893	57	1,063,588	56	445,957	25	489,133	26
Utah	1,101	2	14,136	22	10,499	19	1,427	2	37,003	68	41,003	65
Vermont	392	2	411	2	111	1	116	1	15,203	95	16,292	94
Virginia	63,389	56	67,893	56	5,713	5	5,985	5	42,320	37	45,304	37
Washington	14,297	8	17,158	9	39,627	23	44,349	24	95,892	56	104,862	56
West Virginia	4,243	5	9,941	11	206	*	1,499	2	78,002	94	80,442	87
Wisconsin	67,235	41	64,938	40	17,462	11	15,697	10	69,260	43	68,497	42
Wyoming	234	2	211	2	1,438	12	1,434	11	9,198	77	9,040	72
Bureau of Indian Affairs	0	*	0	*	0	*	0	*	0	*	0	*
Puerto Rico	0	*	0	*	349,085	100	387,745	100	0	*	0	*
Total	3,567,400	29	3,724,195	28	3,636,620	30	4,064,323	30	4,330,772	35	4,785,663	36

Table 7 (continued)

**Number and Percentage of Title I Targeted Assistance (TAS) and Schoolwide (SWP)
Participants, by Racial or Ethnic Classification and State, 1997–98 and 1998–99**

State	Asian/Pacific Islander		Am. Indian/Alaskan Native		Other		Total			
	1997–98	% of Total	1998–99	% of Total	1997–98	% of Total	1998–99	% of Total	1997–98	1998–99
Alabama	1,106	*	1,012	*	2,551	1	2,307	1	83	*
Alaska	801	4	1,303	5	10,721	55	15,678	62	40	*
Arizona	2,362	2	3,304	1	38,236	25	30,894	12	476	*
Arkansas	944	1	1,107	1	511	*	558	*	81	*
California	167,225	8	172,619	7	19,969	1	24,880	1	38,025	2
Colorado	1,113	1	1,511	2	1,593	2	1,885	2	0	*
Connecticut	1,056	1	1,416	2	133	*	214	*	699	1
Delaware	153	1	5,906	36	29	*	35	*	0	*
District of Columbia	542	1	997	2	17	*	23	*	0	*
Florida	6,756	1	8,612	1	1,549	*	1,925	*	3,923	1
Georgia	3,390	1	4,493	1	433	*	337	*	3,074	1
Hawaii	43,493	68	52,870	68	282	*	344	*	6,432	10
Idaho	344	*	812	2	779	1	1,679	3	37,534	50
Illinois	4,142	1	5,951	1	1,029	*	556	*	362	*
Indiana	357	*	428	*	798	1	213	*	1,010	1
Iowa	668	1	824	1	652	1	705	1	276	1
Kansas	4,060	5	2,042	3	1,570	2	1,304	2	154	*
Kentucky	1,146	*	1,282	*	200	*	225	*	1,693	1
Louisiana	3,550	1	4,011	1	2,509	1	2,843	1	15	*
Maine	278	1	250	1	239	1	165	1	20	*
Maryland	2,012	2	2,687	2	487	*	518	*	0	*
Massachusetts	15,111	7	16,021	7	552	*	631	*	7,553	4
Michigan	6,128	1	5,667	1	4,820	1	5,779	1	2,273	*
Minnesota	9,768	9	13,223	9	6,018	6	9,352	7	0	*
Mississippi	1,136	*	1,041	*	368	*	356	*	196	*
Missouri	2,168	1	2,506	1	1,532	1	1,774	1	2,004	1
Montana	247	1	225	1	9,094	29	9,705	28	56	*
Nebraska	552	1	547	1	1,614	4	2,014	5	0	*
Nevada	862	3	1,621	3	950	3	1,322	3	9	*
New Hampshire	184	1	183	1	19	*	29	*	0	*
New Jersey	3,539	2	5,130	3	337	*	361	*	366	*
New Mexico	443	*	474	*	16,804	19	19,418	19	383	*
New York	41,466	6	37,335	5	3,493	1	3,071	*	5,991	1
North Carolina	2,899	1	3,382	1	11,058	4	11,391	4	2,677	1
North Dakota	179	1	208	1	4,682	23	3,718	19	0	*
Ohio	2,170	1	2,812	1	454	*	37	*	3,498	1
Oklahoma	1,215	1	1,540	1	40,755	21	45,777	21	564	*
Oregon	3,159	3	3,235	3	3,453	3	3,292	3	1,266	1
Pennsylvania	7,002	2	7,466	2	304	*	300	*	8,798	3
Rhode Island	2,034	13	2,405	11	53	*	84	*	0	*
South Carolina	875	*	987	*	461	*	511	*	13	*
South Dakota	96	*	127	1	7,846	37	7,799	35	52	*
Tennessee	1,206	1	1,410	1	158	*	353	*	246	*
Texas	21,312	1	25,492	1	4,138	*	5,454	*	45	*
Utah	2,586	5	3,150	5	3,316	6	3,518	6	0	*
Vermont	200	1	199	1	46	*	149	1	0	*
Virginia	1,705	2	2,013	2	183	*	186	*	144	*
Washington	11,322	7	12,947	7	8,404	5	8,612	5	237	*
West Virginia	179	*	231	*	65	*	64	*	0	*
Wisconsin	5,562	3	8,409	5	3,361	2	3,774	2	19	*
Wyoming	98	1	109	1	868	7	1,699	14	50	*
Bureau of Indian Affairs	0	*	0	*	50,241	100	50,360	100	20	*
Puerto Rico	0	*	0	*	0	*	0	*	0	*
Total	390,901	3	433,532	3	269,734	2	288,178	2	130,357	1
									113,224	1
									12,325,784	13,409,115

* Less than 0.5 percent.

Notes: Percents (across) may not add to 100 due to rounding.

The number of participants shown in this table does not equal the figure reported in Table 5 because that table summarizes state-reported by-grade information. (The totals shown in Table 5 are based on data reported in the by-grade section of the consolidated performance report.) In some states, the total number of participants reported by racial or ethnic classification differs from the total number reported by grade.

Table 8
**Number and Percentage of Title I Participants, by Racial or Ethnic Classification,
 1979–80 through 1998–99**

Year	Native American/ Asian/Other	% of Total		Black, not Hispanic	% of Total	Hispanic	% of Total	White, not Hispanic	% of Total	Total Racial/ Ethnic			
1979–80	173,685	4		1,371,304	31	702,940	16	2,324,433	53	4,398,677			
1980–81	186,120	4		1,299,725	31	859,108	20	2,049,795	49	4,208,628			
1981–82	131,789	4		1,002,116	31	582,408	18	1,699,030	52	3,283,554			
1982–83	138,721	4		1,040,510	31	730,699	22	1,558,123	47	3,329,332			
1983–84	188,138	5		1,122,407	30	924,517	24	1,747,691	46	3,794,615			
1984–85	174,870	4		1,252,817	30	898,994	22	1,962,436	48	4,114,247			
1985–86	192,984	4		1,319,907	29	1,106,902	25	2,089,988	46	4,516,797			
1986–87	199,585	4		1,301,106	29	1,144,865	25	2,054,588	46	4,500,559			
1987–88	226,491	5		1,367,197	29	1,231,874	26	2,121,428	45	4,720,499			
1988–89	227,938	5		1,368,893	28	1,275,526	27	2,165,591	45	4,810,010			
1989–90	244,177	5		1,445,326	29	1,359,025	27	2,162,953	44	4,967,304			
1990–91	256,746	5		1,487,977	29	1,439,549	28	2,183,894	43	5,111,420			
1991–92	288,353	5		1,590,927	29	1,608,146	29	2,316,446	42	5,515,519			
1992–93	314,162	5		1,682,765	28	1,823,057	31	2,412,572	41	5,918,394			
1993–94	300,640	5		1,705,518	28	1,923,354	32	2,464,649	40	6,093,521			
1994–95	312,665	5		1,712,631	27	2,103,346	33	2,466,949	39	6,282,926			
1995–96+													
	Native Am/ Alaskan Native	Asian/ Pacific Islander	Other										
1996–97	201,166	2	363,930	3	32,708	*	3,091,184	28	3,315,709	30	3,954,210	36	10,958,907
1997–98	269,734	2	390,901	3	130,357	1	3,567,400	29	3,636,620	30	4,330,772	35	12,325,784
1998–99	288,178	2	433,532	3	113,224	1	3,724,195	28	4,064,323	30	4,785,663	36	13,409,115

* Less than 0.5 percent.

+ No State Performance Report information was collected for the 1995–96 school year.

Note: The number of participants shown in this table does not equal the figure reported in Table 5 because that table summarizes state-reported by-grade information. (The totals shown in Table 5 are based on data reported in the by-grade section of the consolidated performance report.) In some states, the total number of participants reported by racial or ethnic classification differs from the total number reported by grade.

Table 9
Number and Percentage of Total Public Targeted Assistance (TAS) and Schoolwide (SWP)
Title I Participants with Disabilities, by State, 1997–98 and 1998–99

State	1997–98			1998–99		
	Total Public SWP + TAS Participants	Total Students with Disabilities, TAS + SWP	Percent of Total	Total Public SWP + TAS Participants	Total Students with Disabilities, TAS + SWP	Percent of Total
Alabama	260,428	33,114	13	264,989	29,779	11
Alaska	19,268	3,505	18	25,432	2,953	12
Arizona	251,377	23,100	9	234,145	21,029	9
Arkansas	155,192	12,428	8	164,835	13,672	8
California	2,053,675	137,804	7	2,152,488	149,266	7
Colorado	74,492	6,971	9	89,129	8,394	9
Connecticut	76,192	7,573	10	77,180	7,320	9
Delaware	8,656	1,897	22	16,601	2,109	13
District of Columbia	49,199	3,392	7	59,029	7,655	13
Florida	611,908	132,045	22	715,367	85,548	12
Georgia	329,685	17,903	5	387,244	22,671	6
Hawaii	67,880	5,461	8	77,284	8,455	11
Idaho	39,509	2,398	6	58,491	5,400	9
Illinois	483,002	40,125	8	444,651	48,041	11
Indiana	104,038	15,292	15	110,106	15,924	14
Iowa	45,922	4,291	9	50,799	4,858	10
Kansas	75,723	6,319	8	75,630	6,431	9
Kentucky	279,033	38,459	14	291,742	43,455	15
Louisiana	331,249	27,665	8	399,995	54,601	14
Maine	23,636	2,187	9	25,934	2,038	8
Maryland	120,807	8,434	7	131,581	6,040	5
Massachusetts	212,915	34,276	16	218,643	36,207	17
Michigan	470,492	55,025	12	489,580	36,509	7
Minnesota	113,483	9,554	8	142,865	41,205	29
Mississippi	281,971	22,340	8	269,981	17,718	7
Missouri	161,526	13,906	9	193,077	12,615	7
Montana	31,681	3,469	11	34,391	3,665	11
Nebraska	39,923	5,238	13	42,355	5,770	14
Nevada	31,028	3,279	11	50,920	5,689	11
New Hampshire	14,571	1,427	10	14,552	1,413	10
New Jersey	148,256	4,012	3	194,100	7,017	4
New Mexico	90,694	8,547	9	104,205	11,786	11
New York	682,596	47,303	7	698,178	52,740	8
North Carolina	290,715	37,317	13	312,635	41,267	13
North Dakota	19,754	2,989	15	19,009	3,049	16
Ohio	324,036	13,344	4	361,793	12,292	3
Oklahoma	192,919	18,649	10	214,626	25,573	12
Oregon	103,835	14,411	14	105,874	15,064	14
Pennsylvania	332,154	21,616	7	346,870	23,263	7
Rhode Island	14,743	1,545	10	—	—	—
South Carolina	206,860	31,630	15	212,864	34,842	16
South Dakota	21,502	1,578	7	20,776	2,210	11
Tennessee	224,581	33,892	15	252,317	38,000	15
Texas	1,777,480	200,857	11	1,885,109	215,456	11
Utah	54,505	6,576	12	63,266	6,347	10
Vermont	16,447	724	4	16,361	1,965	12
Virginia	112,903	9,900	9	121,153	10,033	8
Washington	169,542	18,383	11	187,928	18,788	10
West Virginia	82,865	10,514	13	92,551	14,479	16
Wisconsin	162,930	13,524	8	158,273	14,112	9
Wyoming	12,369	1,414	11	14,543	1,439	10
Bureau of Indian Affairs	50,241	7,923	16	50,360	7,973	16
Puerto Rico	349,085	20,710	6	387,745	16,267	4
Total	12,259,473	1,206,235	10	13,129,552	1,280,392	10

Note: The total number of students shown in this table is taken from the by-grade figures reported by the states. In this table, the figures for TAS and SWP are combined, as a small number of states were unable to provide this information separately. For 1998–99, Rhode Island was unable to provide information for this data item. Therefore, this table does not include participants from this state in the calculation for 1998–99.

Table 10
Number and Percentage of Total Title I Participants with Limited English Proficiency (LEP), by State, 1997–98 and 1998–99

State	1997–98			1998–99		
	Total Title I Participants+	Total Title I Students with LEP	Percent of Total	Total Title I Participants+	Total Title I Students with LEP	Percent of Total
Alabama	262,235	1,754	1	—	—	—
Alaska	19,446	5,708	29	—	—	—
Arizona	256,286	77,613	30	236,081	56,170	24
Arkansas	156,143	3,017	2	165,714	4,127	2
California	2,091,562	901,693	43	2,225,455	1,137,052	51
Colorado	75,535	12,957	17	90,188	11,637	13
Connecticut	79,276	10,368	13	—	—	—
Delaware	—	—	—	18,184	457	3
District of Columbia	52,605	4,458	8	60,221	4,548	8
Florida	616,848	74,673	12	—	—	—
Georgia	331,140	16,485	5	389,090	10,241	3
Hawaii	68,001	6,448	9	77,486	6,719	9
Idaho	40,154	3,966	10	59,027	5,761	10
Illinois	495,487	55,590	11	457,431	50,326	11
Indiana	107,997	2,210	2	114,287	3,358	3
Iowa	49,084	1,988	4	54,742	2,057	4
Kansas	79,675	13,796	17	79,430	11,926	15
Kentucky	281,445	1,425	1	—	—	—
Louisiana	342,401	2,925	1	407,614	2,249	1
Maine	23,805	229	1	26,097	134	1
Maryland	122,772	3,909	3	133,720	4,798	4
Massachusetts	223,532	38,604	17	224,485	42,993	19
Michigan	476,604	24,956	5	498,073	24,956	5
Minnesota	119,492	12,154	10	147,269	17,298	12
Mississippi	284,544	898	*	272,076	333	*
Missouri	167,807	1,435	1	196,852	2,429	1
Montana	32,532	3,281	10	35,418	4,892	14
Nebraska	42,745	1,890	4	45,671	3,076	7
Nevada	32,507	9,253	28	—	—	—
New Hampshire	14,781	258	2	—	—	—
New Jersey	156,831	15,068	10	202,218	18,186	9
New Mexico	95,840	32,652	34	107,330	35,113	33
New York	719,822	91,530	13	736,520	83,944	11
North Carolina	291,133	10,253	4	313,519	12,453	4
North Dakota	20,274	734	4	—	—	—
Ohio	334,555	4,793	1	371,289	555	*
Oklahoma	194,019	8,444	4	215,624	17,446	8
Oregon	104,759	12,883	12	106,925	12,107	11
Pennsylvania	358,396	11,720	3	374,002	12,518	3
Rhode Island	16,275	3,588	22	23,730	4,394	19
South Carolina	207,675	1,407	1	214,287	1,710	1
South Dakota	21,901	1,596	7	—	—	—
Tennessee	231,925	2,670	1	258,834	3,625	1
Texas	1,791,323	418,759	23	1,898,326	432,652	23
Utah	54,628	10,039	18	63,376	10,708	17
Vermont	16,748	212	1	—	—	—
Virginia	115,610	2,831	2	124,391	975	1
Washington	171,273	2,270	1	191,657	30,022	16
West Virginia	83,534	36	*	93,016	638	1
Wisconsin	167,602	8,826	5	161,332	9,343	6
Wyoming	12,541	1,316	10	14,638	1,610	11
Bureau of Indian Affairs	50,241	26,729	53	—	—	—
Puerto Rico	366,281	113,621	31	—	—	—
Total	12,529,627	2,075,918	17	11,484,029	2,095,536	18

* Less than 0.5 percent.

+ The Total Title I figure used in this table includes the figures reported for TAS, SWP, Nonpublic, and Local N or D combined.

Notes: For 1997–98, one state (Delaware) was unable to provide information for this data item. This figure increased to 12 states (Alabama, Alaska, Connecticut, Florida, Kentucky, Nevada, New Hampshire, North Dakota, South Dakota, Vermont, BIA, and Puerto Rico) for 1998–99. Therefore this table does not include participants from these states in the calculations for those years. In some states, the counts of limited English proficient students may include Nonpublic and Local Neglected or Delinquent (N or D) students.

Table 11
**Number and Percentage of Homeless Children Participating in Title I, by State, 1997–98
 and 1998–99**

State	1997–98			1998–99		
	Total Title I Participants+	Number of Homeless Children	Percent of Total	Total Title I Participants+	Number of Homeless Children	Percent of Total
Alabama	262,235	3,425	1	265,708	7,400	3
Alaska	19,446	1,345	7	—	—	—
Arizona	256,286	518	*	236,081	10,709	5
Arkansas	156,143	1,877	1	165,714	5,719	3
California	2,091,562	19,809	1	—	—	—
Colorado	75,535	1,127	1	90,188	1,243	1
Connecticut	79,276	1,096	1	—	—	—
Delaware	8,656	19	*	18,184	401	2
District of Columbia	52,605	192	*	60,221	227	*
Florida	616,848	4,587	1	718,367	15,022	2
Georgia	331,140	592	*	389,090	990	*
Hawaii	68,001	374	1	77,486	369	*
Idaho	40,154	949	2	59,027	1,200	2
Illinois	—	—	—	457,431	4,996	1
Indiana	107,997	438	*	114,287	391	*
Iowa	49,084	509	1	54,742	691	1
Kansas	79,675	710	1	79,430	1,324	2
Kentucky	281,445	2,916	1	293,440	7,270	2
Louisiana	342,401	9,914	3	407,614	12,050	3
Maine	23,805	52	*	—	—	—
Maryland	122,772	922	1	133,720	979	1
Massachusetts	223,532	1,518	1	224,485	1,151	1
Michigan	476,604	2,818	1	498,073	2,697	1
Minnesota	119,492	8,258	7	147,269	8,095	5
Mississippi	284,544	3,553	1	272,076	1,678	1
Missouri	167,807	490	*	196,852	529	*
Montana	32,532	150	*	35,418	174	*
Nebraska	42,745	1,872	4	45,671	1,092	2
Nevada	32,507	1,556	5	51,044	1,949	4
New Hampshire	14,781	54	*	—	—	—
New Jersey	156,831	684	*	202,218	666	*
New Mexico	95,840	1,315	1	107,330	2,594	2
New York	719,822	477	*	736,520	377	*
North Carolina	291,133	301	*	313,519	323	*
North Dakota	20,274	56	*	—	—	—
Ohio	334,555	103	*	371,289	9,747	3
Oklahoma	194,019	336	*	215,624	1,141	1
Oregon	104,759	5,265	5	106,925	5,283	5
Pennsylvania	358,396	2,381	1	370,580	3,105	1
Rhode Island	16,275	76	*	—	—	—
South Carolina	207,675	835	*	214,287	402	*
South Dakota	21,901	207	1	21,434	487	2
Tennessee	231,925	894	*	258,834	101	*
Texas	1,791,323	7,303	*	1,898,326	8,508	*
Utah	54,628	2,130	4	63,376	3,018	5
Vermont	16,748	26	*	—	—	—
Virginia	115,610	317	*	124,391	277	*
Washington	171,273	1,081	1	191,657	1,561	1
West Virginia	83,534	145	*	—	—	*
Wisconsin	167,602	526	*	161,332	591	*
Wyoming	12,541	25	*	14,638	221	2
Bureau of Indian Affairs	50,241	353	1	50,360	501	1
Puerto Rico	366,281	6,422	2	—	—	—
Total	12,042,796	102,898	1	10,516,084	127,249	1

* Less than 0.5 percent.

+ The Total Title I figure used in this table includes the figures reported for TAS, SWP, Nonpublic, and Local N or D combined.

Notes: The total number of children shown is taken from the by-grade figures reported by the states. In this table, the figures include Targeted Assistance (TAS), Schoolwide (SWP), Nonpublic and Local Neglected or Delinquent (N or D) students, as Homeless participants are not just TAS and SWP. The totals shown here do not reflect data from all states. In 1997–98, Illinois was unable to provide information for this data item and 10 states (Alaska, California, Connecticut, Connecticut, Maine, New Hampshire, North Dakota, Rhode Island, Vermont, West Virginia, and Puerto Rico) were unable to provide this information for 1998–99.

Table 12

**Number and Percentage of Total Public Targeted Assistance (TAS) and Schoolwide (SWP)
Title I Participants Classified as Migrant, by State, 1997–98 and 1998–99**

State	1997–98			1998–99		
	Total Public Participants	Number of Migrant students	Percent of Total	Total Public Participants	Number of Migrant students	Percent of Total
Alabama	260,428	3,647	1	264,989	6,221	2
Alaska	19,268	4,758	25	—	—	—
Arizona	251,377	8,708	3	234,145	7,566	3
Arkansas	155,192	3,332	2	164,835	3,346	2
California	2,053,675	79,900	4	2,152,488	203,841	9
Colorado	74,492	1,654	2	89,129	2,306	3
Connecticut	76,192	1,813	2	—	—	—
Delaware	—	—	—	16,601	118	1
District of Columbia	49,199	417	1	59,029	734	1
Florida	611,908	25,322	4	715,367	32,005	4
Georgia	329,685	1,443	*	387,244	3,472	1
Hawaii	—	—	—	—	—	—
Idaho	39,509	4,186	11	58,491	6,367	11
Illinois	483,002	12,481	3	444,651	7,357	2
Indiana	104,038	680	1	110,106	824	1
Iowa	45,922	497	1	50,799	493	1
Kansas	75,723	5,139	7	75,630	5,743	8
Kentucky	279,033	9,651	3	291,742	9,758	3
Louisiana	331,249	3,780	1	399,995	3,779	1
Maine	23,636	1,237	5	25,934	2,905	11
Maryland	120,807	81	*	131,581	13	*
Massachusetts	212,915	1,184	1	218,643	641	*
Michigan	470,492	3,975	1	—	—	—
Minnesota	113,483	449	*	142,865	2,122	1
Mississippi	281,971	1,012	*	269,981	1,377	1
Missouri	161,526	1,298	1	193,077	1,931	1
Montana	31,681	91	*	34,391	60	*
Nebraska	39,923	1,326	3	42,355	1,351	3
Nevada	31,028	296	1	50,920	363	1
New Hampshire	—	—	—	—	—	—
New Jersey	148,256	281	*	194,100	418	*
New Mexico	90,694	1,229	1	104,205	1,666	2
New York	682,596	527	*	698,178	377	*
North Carolina	290,715	5,002	2	312,635	5,126	2
North Dakota	19,754	78	*	—	—	—
Ohio	324,036	2,945	1	361,793	4,296	1
Oklahoma	192,919	1,366	1	—	—	—
Oregon	103,835	8,785	8	105,874	7,159	7
Pennsylvania	332,154	1,114	*	—	—	—
Rhode Island	14,743	90	1	22,243	176	1
South Carolina	206,860	478	*	212,864	721	*
South Dakota	21,502	101	*	20,776	378	2
Tennessee	224,581	164	*	252,317	166	*
Texas	1,777,480	60,973	3	1,885,109	65,151	3
Utah	54,505	1,099	2	63,266	978	2
Vermont	16,447	154	1	—	—	—
Virginia	112,903	160	*	121,153	188	*
Washington	169,542	7,564	4	187,928	18,342	10
West Virginia	82,865	10	*	92,551	42	*
Wisconsin	162,930	188	*	158,273	372	*
Wyoming	12,369	28	*	14,543	48	*
Bureau of Indian Affairs	—	—	—	—	—	—
Puerto Rico	349,085	16,452	5	—	—	—
Total	12,118,125	287,145	3	11,432,796	410,297	4

* Less than 0.5 percent.

Notes: The total number of children shown in this table is taken from the by-grade figures reported by the states. In this table, the figures for TAS and SWP are combined, as a number of states were unable to provide this information separately. The totals shown here do not reflect data from all states. In 1997–98, Delaware, Hawaii, New Hampshire, and the Bureau of Indian Affairs to provide data for this item. Alaska, Connecticut, Hawaii, Kentucky, Michigan, New Hampshire, North Dakota, Oklahoma, Pennsylvania, Vermont, Bureau of Indian Affairs, and Puerto Rico were unable to provide this information for 1998–99. For both years, the total number of public participants shown on this table does not include public participants from these states.

Table 13
**Total Public Targeted Assistance (TAS) Title I Participants, by Service Area
1997–98 and 1998–99**

	1997–98		1998–99	
	Number	Percent of all Public TAS Title I Participants Served	Number	Percent of all Public TAS Title I Participants Served
Instructional Services				
Reading/Language Arts	2,586,850	81	3,249,861	89
Mathematics	1,629,168	51	1,588,402	43
Science	153,049	5	242,974	7
Social Studies	120,963	4	193,047	5
Other Instructional Services*	276,655	9	199,524	5
Total Instructional Services (Duplicated Count)	4,766,685		5,473,808	
Supporting Services				
Guidance/Counseling/Social Work	487,808	15	132,876	4
Health/Dental	298,374	9	286,181	8
Other Supporting Services**	181,412	6	121,151	3
Total Supporting Services (Duplicated Count)	967,594		540,208	
Unduplicated Public TAS Participant Count	3,199,157		3,658,093	

* Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, English as a Second Language (ESL)/bilingual, arts/recreational/living, practical living, technology, and Spanish, among others.

** Other supporting services include transportation, nutrition, speech therapy, clothing, media, field trips, home visits, job preparation, physical education, and nurse, among others.

Table 14
**Number and Percentage of LEAs Providing Family Literacy Services, by State,
 1997–98 and 1998–99**

State	1997–98			1998–99		
	Total Number of Title I LEAs	Number of LEAs Providing Family Literacy Services	Percent of Total	Total Number of Title I LEAs	Number of LEAs Providing Family Literacy Services	Percent of Total
Alabama	127	15	12	128	15	12
Alaska	50	9	18	—	—	—
Arizona	261	40	15	294	110	37
Arkansas	312	26	8	304	31	10
California	744	67	9	—	—	—
Colorado	167	17	10	166	18	11
Connecticut	122	5	4	—	—	—
Delaware	22	0	0	22	0	0
District of Columbia	1	1	100	1	1	100
Florida	67	30	45	—	—	—
Georgia	180	6	3	180	7	4
Hawaii	1	1	100	1	1	100
Idaho	108	24	22	110	38	35
Illinois	808	289	36	752	272	36
Indiana	285	11	4	285	11	4
Iowa	377	22	6	375	14	4
Kansas	302	32	11	302	38	13
Kentucky	174	66	38	—	—	—
Louisiana	66	36	55	66	6	9
Maine	189	1	1	—	—	—
Maryland	24	7	29	24	24	100
Massachusetts	267	47	18	267	45	17
Michigan	525	161	31	—	—	—
Minnesota	350	9	3	336	9	3
Mississippi	152	14	9	152	45	30
Missouri	520	7	1	504	0	0
Montana	306	15	5	307	16	5
Nebraska	307	1	*	304	2	1
Nevada	17	4	24	19	5	26
New Hampshire	130	51	39	—	—	—
New Jersey	460	6	1	477	9	2
New Mexico	88	15	17	—	—	—
New York	650	45	7	650	45	7
North Carolina	117	146	125	117	27	23
North Dakota	204	6	3	202	0	0
Ohio	590	14	2	—	—	—
Oklahoma	534	9	2	542	2	*
Oregon	170	40	24	169	34	20
Pennsylvania	486	13	3	—	—	—
Rhode Island	36	10	28	—	—	—
South Carolina	86	27	31	86	44	51
South Dakota	176	0	0	—	—	—
Tennessee	138	9	7	138	8	6
Texas	1,004	137	14	1,031	175	17
Utah	40	9	23	40	64	160
Vermont	59	67	114	—	—	—
Virginia	132	30	23	132	41	31
Washington	276	30	11	—	—	—
West Virginia	55	21	38	55	14	25
Wisconsin	388	12	3	388	20	5
Wyoming	136	66	49	144	67	47
Bureau of Indian Affairs	173	92	53	173	102	59
Puerto Rico	1	1	100	—	—	—
Total	12,960	1,819	14	9,243	1,360	15

* Less than 0.5 percent.

Notes: Fifteen states (Alaska, California, Connecticut, Florida, Kentucky, Maine, Michigan, New Hampshire, New Mexico, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, and Washington), and Puerto Rico were unable to provide this information for 1998–99.

Table 15
**Number of Extended-Time Instructional Programs in Operation,
by State, 1997–98 and 1998–99**

State	1997–98	1998–99
Alabama	154	59
Alaska	182	34
Arizona	399	367
Arkansas	159	171
California	—	—
Colorado	142	182
Connecticut	65	—
Delaware	—	7
District of Columbia	5	139
Florida	94	—
Georgia	178	140
Hawaii	6	20
Idaho	123	119
Illinois	385	630
Indiana	521	373
Iowa	167	1
Kansas	248	89
Kentucky	107	61
Louisiana	3	274
Maine	149	42
Maryland	151	23
Massachusetts	741	314
Michigan	1,323	301
Minnesota	505	265
Mississippi	279	151
Missouri	244	231
Montana	168	145
Nebraska	35	0
Nevada	33	29
New Hampshire	141	71
New Jersey	168	226
New Mexico	76	82
New York	1,891	694
North Carolina	128	120
North Dakota	64	34
Ohio	421	483
Oklahoma	370	297
Oregon	280	95
Pennsylvania	641	391
Rhode Island	19	—
South Carolina	187	53
South Dakota	95	82
Tennessee	329	390
Texas	2,565	1,461
Utah	88	213
Vermont	67	85
Virginia	396	313
Washington	52	—
West Virginia	414	414
Wisconsin	285	70
Wyoming	116	75
Bureau of Indian Affairs	153	156
Puerto Rico	224	—
Total	15,736	9,972

Note: The total shown here does not reflect data from all states. In 1997–98 two states (**California** and **Delaware**) were unable to provide information for this data item. This figure increased to five states (**California**, **Connecticut**, **Florida**, **Rhode Island**, and **Washington**) and **Puerto Rico** in 1998–99.

Table 16**Title I-Funded Full-Time Equivalent (FTE) Staff, by State, 1997-98 and 1998-99**

State	Data includes information for:		Teachers			Teacher Aides		
	1997-98	1998-99	1997-98	1998-99	% Change	1997-98	1998-99	% Change
Alabama	TAS	TAS	1,233	443	-64	463	505	9
Alaska	TAS	TAS	35	48	39	184	137	-26
Arizona	TAS	TAS	394	631	60	650	1,028	58
Arkansas	TAS/SWP Combined	TAS	475	460	-3	857	768	-10
California	TAS	TAS	8,615	1,719	-80	12,786	2,027	-84
Colorado	TAS/SWP Combined	TAS	1,186	1,097	-7	611	458	-25
Connecticut	TAS	TAS	362	348	-4	360	321	-11
Delaware	TAS	TAS	126	96	-24	179	197	10
District of Columbia	TAS/SWP Combined	TAS	15	18	17	39	78	99
Florida	TAS	TAS	1,304	297	-77	1,269	384	-70
Georgia	TAS/SWP Combined	TAS	2,477	326	-87	1,299	179	-86
Hawaii	TAS	TAS	75	37	-50	44	14	-69
Idaho	TAS	TAS	233	220	-5	467	390	-17
Illinois	TAS	TAS	5,667	3,504	-38	1,612	1,401	-13
Indiana	TAS/SWP Combined	TAS	990	1,053	6	2,309	2,204	-5
Iowa	TAS/SWP Combined	TAS	1,079	1,005	-7	152	150	-1
Kansas	TAS/SWP Combined	TAS	1,710	582	-66	696	392	-44
Kentucky	TAS	TAS	496	343	-31	718	577	-20
Louisiana	TAS	TAS	428	568	33	725	545	-25
Maine	TAS	TAS	286	333	17	645	744	15
Maryland	TAS/SWP Combined	TAS	677	694	3	893	983	10
Massachusetts	TAS/SWP Combined	TAS	792	968	22	405	410	1
Michigan	TAS	TAS	1,250	1,344	8	2,949	3,280	11
Minnesota	TAS/SWP Combined	TAS	969	906	-6	1,839	1,776	-3
Mississippi	TAS	TAS	238	498	110	291	506	74
Missouri	TAS	TAS	2,199	1,856	-16	1,049	812	-23
Montana	TAS	TAS	425	354	-17	296	378	28
Nebraska	TAS	TAS	374	356	-5	189	179	-5
Nevada	TAS/SWP Combined	TAS	84	27	-68	72	25	-66
New Hampshire	TAS	TAS	236	194	-18	291	225	-23
New Jersey	TAS	TAS	2,524	2,106	-17	1,007	572	-43
New Mexico	TAS	TAS	443	353	-20	545	366	-33
New York	TAS	TAS	4,227	3,229	-24	2,734	468	-83
North Carolina	TAS	TAS	958	715	-25	441	373	-15
North Dakota	TAS/SWP Combined	TAS	342	318	-7	307	274	-11
Ohio	TAS/SWP Combined	TAS	4,247	3,755	-12	1,210	681	-44
Oklahoma	TAS	TAS	1,063	840	-21	510	291	-43
Oregon	TAS	TAS	416	402	-3	696	722	4
Pennsylvania	TAS/SWP Combined	TAS	2,567	2,322	-10	1,082	1,167	8
Rhode Island	TAS/SWP Combined	TAS	145	141	-3	383	394	3
South Carolina	TAS/SWP Combined	TAS	141	131	-7	110	110	1
South Dakota	TAS	TAS	289	284	-2	206	201	-2
Tennessee	TAS/SWP Combined	TAS	604	534	-12	574	563	-2
Texas	TAS	TAS	1,220	766	-37	928	712	-23
Utah	TAS/SWP Combined	TAS	169	204	21	927	765	-17
Vermont	TAS	TAS	234	236	1	195	184	-6
Virginia	TAS	TAS	1,251	1,287	3	673	587	-13
Washington	TAS	TAS	654	597	-9	25	860	3354
West Virginia	TAS	TAS	432	374	-14	95	62	-35
Wisconsin	TAS	TAS	1,025	1,021	*	488	421	-14
Wyoming	TAS	TAS	153	151	-2	192	167	-13
Bureau of Indian Affairs	TAS	TAS	—	—	—	—	—	—
Puerto Rico	TAS	TAS	3,403	1,972	-42	92	71	-23
Total			60,935	42,062	-31	47,757	31,086	-35

Table 16 (continued)
Title I—Funded Full-Time Equivalent (FTE) Staff, by State, 1997–98 and 1998–99

State	Administrators			Support Staff			Other Staff			Total	
	1997–98	1998–99	% Change	1997–98	1998–99	% Change	1997–98	1998–99	% Change	1997–98	1998–99
Alabama	41	44	6	50	91	80	30	25	-15	1,817	1,108
Alaska	5	0	-100	7	11	49	4	4	11	235	200
Arizona	25	46	85	60	273	354	27	26	-2	1,156	2,005
Arkansas	41	45	10	31	35	14	83	50	-40	1,487	1,358
California	766	279	-64	2,562	685	-73	2,034	788	-61	26,763	5,497
Colorado	35	27	-23	23	31	34	67	72	8	1,921	1,685
Connecticut	13	19	48	15	20	39	27	104	281	776	811
Delaware	11	11	4	9	10	21	7	11	53	331	325
District of Columbia	0	0	0	1	3	200	2	11	450	57	110
Florida	55	15	-73	161	16	-90	162	66	-59	2,951	778
Georgia	125	19	-85	245	58	-76	166	—	-100	4,312	582
Hawaii	0	0	0	0	0	0	2	0	-100	121	51
Idaho	25	14	-44	24	16	-31	13	11	-17	762	651
Illinois	391	234	-40	635	121	-81	250	370	48	8,554	5,631
Indiana	72	86	20	260	356	37	143	—	-100	3,774	3,699
Iowa	0	0	0	39	30	-22	0	0	0	1,270	1,186
Kansas	55	20	-63	69	9	-87	2	9	309	2,531	1,012
Kentucky	—	12	—	20	23	18	21	11	-50	1,254	966
Louisiana	52	61	17	65	78	20	179	12	-93	1,450	1,264
Maine	18	17	-2	23	13	-46	0	5	—	972	1,113
Maryland	48	19	-60	239	165	-31	225	196	-13	2,082	2,057
Massachusetts	58	45	-23	88	95	7	94	78	-18	1,438	1,596
Michigan	115	116	1	246	190	-23	148	67	-55	4,708	4,997
Minnesota	42	37	-2	389	46	-88	145	—	3,240	2,910	—
Mississippi	17	41	138	29	310	972	22	37	64	597	1,392
Missouri	51	54	6	65	62	-5	5	7	44	3,369	2,792
Montana	16	15	-4	30	19	-34	19	8	-57	785	775
Nebraska	14	14	-1	13	25	87	15	—	-100	605	573
Nevada	1	1	25	0	0	0	1	0	-85	158	53
New Hampshire	23	34	51	17	29	73	40	17	-57	606	499
New Jersey	77	65	-15	129	59	-54	91	47	-49	3,828	2,849
New Mexico	21	26	22	56	67	20	25	1	-96	1,090	814
New York	152	105	-31	259	178	-31	289	2,291	692	7,661	6,270
North Carolina	47	25	-47	43	33	-25	50	27	-46	1,539	1,173
North Dakota	35	19	-46	0	9	—	0	0	0	684	620
Ohio	117	101	-14	148	125	-15	111	203	82	5,834	4,865
Oklahoma	81	56	-31	91	36	-61	22	66	202	1,767	1,288
Oregon	24	18	-24	1,703	48	-97	21	19	-7	2,860	1,211
Pennsylvania	104	110	6	134	118	-12	266	50	-81	4,153	3,767
Rhode Island	6	10	65	7	10	33	25	17	-31	566	573
South Carolina	14	29	112	6	25	332	10	7	-32	280	301
South Dakota	2	19	889	19	15	-25	0	0	0	516	519
Tennessee	94	40	-58	85	4	-95	256	66	-74	1,612	1,207
Texas	26	23	-13	53	45	-16	77	0	—	2,304	1,544
Utah	22	22	-2	34	30	-12	146	124	-15	1,298	1,145
Vermont	12	14	17	7	9	25	8	1	-87	457	444
Virginia	70	98	40	49	39	-21	91	133	46	2,133	2,143
Washington	29	34	17	876	27	-97	38	0	—	1,622	1,518
West Virginia	25	18	-30	19	12	-36	22	16	-24	593	482
Wisconsin	25	45	80	32	25	-22	38	50	31	1,607	1,562
Wyoming	16	18	15	14	2	-85	6	7	27	380	345
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	41	49	20	441	298	-32	3	378	12,500	3,980	2,768
Total	3,153	2,267	-28	9,619	4,031	-58	5,383	5,633	5	126,847	85,080

* Less than 0.5%.

The figures in the total column include the FTE staff reported by the states in all 5 staffing categories: Teachers, Teacher Aides, Administrators, Support Staff, and Other.

Note: Other staff include clerical, parent coordinator/liaisons, bus drivers, truant officers, health coordinators, and secretaries. The totals shown here for 1996–97 do not reflect data from all states. Bureau of Indian Affairs does not have any TAS participants.

Table 17
**Title I Full-Time Equivalent (FTE) Teachers and Teacher Aides,
1979–80 through 1998–99**

Year	Teachers		Teacher Aides		Number of Total Staff
	Number	Percent of Total Staff	Number	Percent of Total Staff	
1979–80	77,782	40	86,826	45	194,403
1980–81	80,078	43	80,938	44	185,925
1981–82	74,786	45	67,536	40	167,748
1982–83	68,590	46	58,093	39	149,220
1983–84	68,627	46	57,479	38	150,277
1984–85	72,797	46	61,380	39	158,967
1985–86	69,014	45	59,058	39	151,936
1986–87	64,143	46	55,530	39	140,691
1987–88	65,668	46	56,078	39	143,675
1988–89	68,149	45	60,544	40	150,816
1989–90	68,554	46	61,282	41	149,275
1990–91	71,109	45	65,232	41	158,270
1991–92	77,344	45	69,806	41	171,830
1992–93	82,294	45	74,342	41	182,496
1993–94	85,565	45	77,811	40	192,165
1994–95	85,288	45	77,811	41	189,528
1995–96+					
1996–97**	61,253	46	52,715	40	133,148
1997–98	60,935	48	47,757	38	126,847
1998–99	42,062	49	31,086	37	85,080

+ No State Performance Report information was collected for the 1995–96 school year.

** Starting with this reporting year, states were asked to report information for only Targeted Assistance (TAS) schools. In 1996–97, the information submitted by the states was nearly equally divided between those states which submitted information for TAS schools only and those which submitted information for TAS and Schoolwide (SWP) combined. By the 1998–99 reporting year, all states indicated that the reported data was for TAS schools only.

Table 18

**Number of State Agency Neglected, Delinquent, and Adult Correctional
Title I Participants, by State, 1997–98 and 1998–99**

State	Neglected				Delinquent				Adult Correctional				Total	
	1997–98	%	1998–99	%	1997–98	%	1998–99	%	1997–98	%	1998–99	%	1997–98	1998–99
Alabama	0	0	814	33	3,130	80	1,633	67	762	20	0	0	3,892	2,447
Alaska	0	0	0	0	316	100	316	100	0	0	0	0	316	316
Arizona	949	24	663	11	2,419	62	4,777	82	507	13	369	6	3,875	5,809
Arkansas	0	0	0	0	128	16	148	21	686	84	550	79	814	698
California	37,673	37	30,481	88	62,213	62	0	0	926	1	4,100	12	100,812	34,581
Colorado	0	0	0	0	275	67	432	100	138	33	0	0	413	432
Connecticut	134	7	127	6	615	33	601	30	1,115	60	1,295	64	1,864	2,023
Delaware	0	0	0	0	84	40	207	100	127	60	0	0	211	207
District of Columbia	225	15	101	5	274	19	793	42	974	66	974	52	1,473	1,868
Florida	0	0	6,199	26	424	13	13,567	58	2,915	87	3,638	16	3,339	23,404
Georgia	0	0	0	0	5,009	88	5,009	77	690	12	1,510	23	5,699	6,519
Hawaii	0	0	0	0	219	68	147	60	103	32	98	40	322	245
Idaho	255	35	239	31	410	56	432	57	66	9	90	12	731	761
Illinois	2,406	44	2,498	43	1,963	36	2,081	36	1,101	20	1,179	20	5,470	5,758
Indiana	162	12	232	16	1,222	88	1,202	84	0	0	0	0	1,384	1,434
Iowa	0	0	2,064	16	152	35	10,348	80	284	65	468	4	436	12,880
Kansas	432	28	173	13	988	65	1,106	81	103	7	83	6	1,523	1,362
Kentucky	109	11	0	0	285	30	3,277	88	572	59	464	12	966	3,741
Louisiana	44	3	42	3	1,726	93	1,535	87	91	5	183	5	1,861	1,760
Maine	0	0	0	0	476	92	450	90	40	8	50	10	516	500
Maryland	567	15	707	22	1,920	51	587	18	1,312	35	1,943	60	3,799	3,237
Massachusetts	1,272	43	1,279	50	1,297	44	1,043	41	393	13	243	9	2,962	2,565
Michigan	0	0	0	0	915	79	828	86	250	21	130	14	1,165	958
Minnesota	0	0	467	26	0	0	1,270	70	678	100	79	4	678	1,816
Mississippi	454	34	0	0	615	46	931	96	271	20	39	4	1,340	970
Missouri	1,764	47	0	0	1,268	34	4,421	80	695	19	1,121	20	3,727	5,542
Montana	0	0	0	0	242	81	221	78	56	19	63	22	298	284
Nebraska	277	18	357	23	1,088	72	1,102	71	150	10	103	7	1,515	1,562
Nevada	0	0	94	24	1,268	100	305	76	0	0	0	0	1,268	399
New Hampshire	104	11	105	10	841	89	944	90	0	0	0	0	945	1,049
New Jersey	569	19	552	17	1,650	57	1,531	46	700	24	1,215	37	2,919	3,298
New Mexico	44	6	44	3	517	76	1,106	80	116	17	231	17	677	1,381
New York	9,149	67	0	0	2,822	21	0	0	1,600	12	5,316	100	13,571	5,316
North Carolina	0	0	0	0	964	28	287	20	2,471	72	1,160	80	3,435	1,447
North Dakota	0	0	0	0	161	100	89	100	0	0	0	0	161	89
Ohio	0	0	1,246	16	2,335	56	3,579	46	1,845	44	2,942	38	4,180	7,767
Oklahoma	445	26	368	20	262	15	835	45	994	58	638	35	1,701	1,841
Oregon	796	34	173	5	1,372	59	574	17	153	7	2,634	78	2,321	3,381
Pennsylvania	351	22	628	44	747	48	358	25	474	30	432	30	1,572	1,418
Rhode Island	37	5	—	—	352	46	—	—	380	49	—	—	769	—
South Carolina	41	3	96	2	565	37	2,239	58	903	60	1,554	40	1,509	3,889
South Dakota	194	13	103	18	779	54	485	82	467	32	0	0	1,440	588
Tennessee	143	14	153	15	555	56	574	57	300	30	283	28	998	1,010
Texas	0	0	0	0	3,709	87	3,887	85	538	13	682	15	4,247	4,569
Utah	319	24	319	27	859	65	759	64	151	11	113	9	1,329	1,191
Vermont	72	27	—	—	42	16	—	—	150	57	—	—	264	—
Virginia	0	0	0	0	2,187	85	1,398	83	386	15	291	17	2,573	1,689
Washington	0	0	0	0	1,787	99	819	79	11	1	224	21	1,798	1,043
West Virginia	0	0	0	0	1,213	100	1,013	100	0	0	0	0	1,213	1,013
Wisconsin	0	0	0	0	16	1	2,028	66	2,133	99	1,024	34	2,149	3,052
Wyoming	0	0	34	6	192	100	468	88	0	0	31	6	192	533
Bureau of Indian Affairs	NA	—	NA	—	NA	—	NA	—	NA	—	NA	—	NA	NA
Puerto Rico	489	24	—	—	1,041	51	—	—	509	25	—	—	2,039	—
Total	59,476	29	50,358	30	115,909	57	81,472	48	29,286	14	37,444	22	204,671	169,642

Notes: The national figures for this portion of the program should be viewed with caution, as participants in California account for more than 50 percent of state N or D participants. Additionally, year-to-year trends tend to be a reflection of trends in California, rather than a reflection of trends in the nation as a whole. The Bureau of Indian Affairs does not have state N or D participants and Rhode Island, Vermont, and Puerto Rico were unable to provide information for this item for 1998–99.

Table 19
Number of Institutions Participating in the State Agency Neglected or Delinquent (N or D) Program, by State, 1997–98 and 1998–99

State	Neglected Institutions		Delinquent Institutions		Adult Correctional	
	1997–98	1998–99	1997–98	1998–99	1997–98	1998–99
Alabama	0	38	1	16	6	0
Alaska	0	0	6	7	0	0
Arizona	20	52	27	32	1	1
Arkansas	0	0	1	1	5	5
California	—	78	—	0	—	2
Colorado	0	0	3	5	1	0
Connecticut	1	1	1	1	1	1
Delaware	0	0	1	3	3	0
District of Columbia	2	3	2	2	1	1
Florida	0	3	2	3	10	12
Georgia	0	0	6	6	2	5
Hawaii	0	0	1	1	1	1
Idaho	11	9	12	17	1	2
Illinois	38	34	7	7	7	7
Indiana	1	1	4	4	0	0
Iowa	0	29	2	24	4	6
Kansas	6	4	4	4	1	1
Kentucky	6	0	10	40	14	14
Louisiana	1	1	3	3	1	1
Maine	0	0	1	1	1	1
Maryland	24	19	12	16	13	13
Massachusetts	55	65	71	49	10	9
Michigan	0	0	9	8	6	5
Minnesota	0	18	0	32	6	1
Mississippi	32	0	2	2	1	1
Missouri	71	0	46	40	15	3
Montana	0	0	1	2	1	1
Nebraska	1	1	2	2	1	1
Nevada	0	2	2	5	0	0
New Hampshire	5	8	10	14	0	0
New Jersey	10	14	18	21	10	8
New Mexico	1	1	2	3	1	1
New York	109	0	127	0	3	2
North Carolina	0	0	5	5	6	6
North Dakota	0	0	1	1	0	0
Ohio	0	52	8	74	7	14
Oklahoma	12	12	11	17	3	1
Oregon	45	24	14	59	1	50
Pennsylvania	1	1	7	11	6	25
Rhode Island	1	—	3	—	1	—
South Carolina	1	1	2	4	5	5
South Dakota	5	2	10	4	4	0
Tennessee	1	1	4	4	1	1
Texas	0	0	1	1	1	1
Utah	5	5	20	20	3	3
Vermont	2	—	1	—	1	—
Virginia	0	0	6	6	2	2
Washington	0	0	15	21	1	1
West Virginia	0	0	6	6	0	0
Wisconsin	0	0	4	4	4	6
Wyoming	0	2	2	11	0	2
Bureau of Indian Affairs	NA	NA	NA	NA	NA	NA
Puerto Rico	1	—	1	—	1	—
Total	468	481	520	619	174	222

Note: The Bureau of Indian Affairs does not have state N or D participants and Rhode Island, Vermont, and Puerto Rico were unable to provide information for this item for 1998–99. California was unable to provide information for this item for 1997–98.



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